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# A STUDY OF RELATIONSHIPS BETWEEN ORGANIZATIONAL CLIMATES AND THE ADMINISTRATIVE BEHAVIOR OF SCHOOL ADMINISTRATORS

by

© MERVYN WILLIAM BATCHLER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A Study of Relationships between Organizational Climates and the Administrative Behavior of School Administrators" submitted by Mervyn William Batchler in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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## ABSTRACT

The study reported in this thesis explored the relationships between organizational climates and the administrative behavior of school administrators. The independent variables, both of which were manipulated, were two climate dichotomies: (i) Innovation and Initiative versus Adherence to Rules and Precedents and (ii) Permissive Supervision versus Close Supervision. Four treatment combinations were obtained. The dependent variables were various categories of administrative behavior revealed by subjects' responses to the items on an in-basket test.

The conceptual framework for the study was composed of two main strands: organizational climate and administrative behavior. Theories and research relating to leadership styles were also presented. The development of in-basket tests and their use in research were also discussed. The major hypothesis derived from the central problem in the context of the conceptual framework stated that differences in organizational climates would be accompanied by differences in the administrative behavior of school administrators.

In order to test this hypothesis an in-basket test containing administrative problems which reflected situations actually encountered by school administrators in the field was completed by two samples of principals and vice-principals from the province of Alberta—one sample participating in the pilot study and the other in the main study. Simulated organizational climates were presented to the four experimental treatment groups of subjects within each sample. The major statistical techniques used in analysing the data were t-tests with the

Welch t-prime modification for t-tests of unequal variances.

The major conclusions drawn from the findings were that:

(i) The administrative behavior of school administrators in a permissive supervision climate is significantly different from that of school administrators in a close supervision climate.

(ii) School administrators in a permissive supervision climate tended to direct others more than school administrators in a close supervision climate tended to do.

(iii) School administrators in a close supervision climate tended to follow the lead of superordinates and to perceive the major problem more than school administrators in a permissive supervision climate tended to do.

(iv) School administrators in a permissive supervision climate tended to follow the lead by superordinates very infrequently, while school administrators in permissive supervision climates and those in close supervision climates tended to have very little interaction with superordinates and tended to give information to superordinates to a very limited extent.

(v) There tended to be very few differences between the administrative behavior of school administrators in an innovation and initiative climate and that of school administrators in an adherence to rules and precedents climate.

(vi) There were few differences between the administrative behavior of older school administrators and that of younger school administrators in different organizational climates.

(vii) School administrators in incompatible climates tended to analyse the situation, to organize work and to make final plans

more than school administrators in compatible climates tended to do.

(viii) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to decide unilaterally, and to communicate by writing more than those with little formal preparation in educational administration, while in an adherence to rules and precedents climate the former group tended to give information to subordinates to a greater extent than did the latter group.

(ix) The mean number of administrative problems attempted was highest for school administrators working in permissive supervision climates and lowest for those in close supervision climates.

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# Chapter 1

## THE PROBLEM

### I. INTRODUCTION

School administrators occupy key positions in the formal educational system. Their work brings them into contact with a number of reference groups—for example the children who attend their schools, their staffs, school boards, superintendents, the general public—all of whom may be affected in varying degrees by the content and quality of the administrative behavior of school administrators.

They face a number of problems which arise in connection with how their schools are conducted. These include matters such as supervising staff, implementing educational programs, acquiring resource material to facilitate instruction, coping with necessary "paper work," and maintaining cordial and productive relationships with such reference groups as those mentioned above. The administrator's perception and diagnosis of the problems which arise in such contexts, and what he does or does not do about them can be of crucial importance in the educational enterprise of which he is a part.

Hemphill (1:p. 1) has commented that "although administration is a characteristic of all organized effort, relatively little is known of its nature and even less of its dimensions." A similar comment could be made concerning our lack of knowledge about the administrative behavior of school administrators.

Increasing our knowledge about such behavior and the factors

which influence it would seem to be of considerable value not only in improving the administration of our schools but also in adding to our knowledge of educational administration in other areas.

Differing organizational climates may have important relationships to the administrative behavior of school administrators. If this is so, and if relations between organizational climates and administrative behavior can be discovered, then valuable implications may be drawn for such areas as supervision and the training of administrators, as well as implications for further research.

The study is concerned with the relationship between different organizational climates and the administrative behavior of school administrators.

## II. CENTRAL PROBLEM AND MAJOR HYPOTHESIS

Problem: What are the relationships between different organizational climates and the administrative behavior of school administrators?

Hypothesis: That differences in organizational climates will be accompanied by differences in administrative behavior of school administrators.

## III. DEFINITION OF TERMS

### Organizational Climate

The climate of an organization is conceived to be

> a set of expectations or understandings, held in common by most of the members of an organization, as to a kind of uniformity of behavior that is seen as appropriate in that organization; expectations presumably result from perceptions

> of uniformities in behavior on the part of the organization's members, from overt or subtle declarations of policy on the part of the leaders, from a uniform background of training or experience on the part of the members or from some combination of these. Ultimately the climate results from manipulations of reinforcements or sanctions by people in positions of power and through having policies to do with selection and retention of personnel (2:p. 73).

In this study the organizational climate within which school administrators work is assumed to result chiefly from "overt or subtle declarations of policy on the part of the leaders" and from "manipulations of reinforcements or sanctions by people in positions of power," for example, school superintendents.

Permissive Supervision Climate

An organizational climate in which employees have freedom to determine how tasks are to be carried out, and in which their performance is not closely monitored by superordinates.

Close Supervision Climate

An organizational climate in which the performance of employees is closely monitored by superordinates.

Innovation and Initiative Climate

An organizational climate in which innovation and initiative are encouraged. Creativity and originality in the solution of problems are fostered. There is minimal reliance on rules, regulations and standard procedures.

Adherence to Rules and Precedents Climate

An organizational climate in which employees are expected to follow rules, precedents and departmental regulations as guides to action.

Compatible Climates

Those organizational climates indicated in Figure 1 as A and D, that is (i) an innovation and initiative climate which is also characterized by permissive supervision, and (ii) an adherence to rules and precedents climate which is also characterized by close supervision.

Incompatible Climates

Those organizational climates indicated in Figure 1 as B and C, that is (i) an innovation and initiative climate which is also characterized by close supervision, and (ii) an adherence to rules and precedents climate which is also characterized by permissive supervision.

SUPERVISORY CLIMATE

ADMINISTRATIVE CLIMATE

| | Permissive Supervision Climate | Close Supervision Climate |
|---|---|---|
| Innovation and Initiative Climate | A | B |
| Adherence to Rules and Precedents Climate | C | D |

Figure 1

Organizational Climates

(Based on a design by Fredericksen, Jensen and Beaton, 1972) (2:p. 75)

School Administrators

Persons occupying the position of principal or vice-principal of a school.

Task Oriented School Administrators

School administrators whose score on the Least Preferred Co-worker instrument indicates that they are task oriented leaders.

Relationship Oriented School Administrators

School administrators whose score on the Least Preferred Co-worker instrument indicates that they are relationship oriented leaders.

Older School Administrators

School administrators who are forty years of age or older.

Younger School Administrators

School administrators who have not yet attained forty years of age.

Experienced School Administrators

Persons who have occupied the position of principal or vice-principal of a school for a period of five years or more.

Less Experienced School Administrators

Persons who have occupied the position of principal or vice-principal of a school for a period of less than five years.

School Administrators with Considerable Formal Preparation in Educational Administration

Persons who have completed three or more formal courses in

Educational Administration.

School Administrators with Little Formal Preparation in Educational Administration

Persons who have completed fewer than three formal courses in Educational Administration.

## IV. DELIMITATIONS

### (i) Population

The population from which the samples for both the pilot study and the main study were drawn consisted of principals and vice-principals of school systems in the province of Alberta.

### (ii) Selection of Sample for Pilot Study

#### (a) Potential Sample

Data were gathered at the 1975 Alberta Leadership Course for School Administrators. One may say that the potential population was all school principals and vice-principals in Alberta since this Leadership Course is open to all of these school administrators. Not all of these people attended the Leadership Course, so the potential sample could be said to consist of those principals and vice-principals who intended to be present at the Leadership Course.

#### (b) Experimental Sample

The experimental sample was composed of those school principals and vice-principals who attended the Leadership Course and who indicated their willingness to participate in the study. Forty subjects participated in the study.

(iii) Selection of Sample for Main Study

(a) Potential Sample

Data for the main study were gathered at the Administrators' Workshop sponsored by the Greater Edmonton Regional of the Council on School Administration. One may say that the potential sample was all school principals and vice-principals in Alberta, since this workshop was open to all such school administrators. Since not all of these people attended the workshop, the potential sample consisted of those who intended to be present.

(b) Experimental Sample

The experimental sample was composed of those principals and vice-principals who attended the workshop and who indicated their willingness to participate in the study. Forty subjects participated in the study.

(iv) Variables and Relationships

The investigation was restricted to a study of the relationships between two major variables: organizational climate and administrative behavior. In addition some investigation was made of relationships within the several organizational climate milieus between leadership style and administrative behavior, between age and administrative behavior, between experience and administrative behavior and between formal administrative preparation and administrative behavior. It is acknowledged that variables other than those already mentioned may operate to influence administrative behavior. However, consideration of these is considered to be beyond the scope of this study.

Organizational climate, administrative behavior and leadership styles are multifaceted concepts. For the purposes of this study, organizational climate was delimited to the following two dichotomies: (i) permissive supervision climate versus close supervision climate and (ii) innovation and initiative climate versus adherence to rules and precedents climate. These climate dichotomies are similar to those used by Fredericksen et al. (1968) in the study involving a population of male executives employed by the State of California in positions ranging from forestry to prison service. The climate dichotomies used were (i) global supervision versus detailed supervision and (ii) innovations versus rules.

Administrative behavior was delimited to the behavior of subjects as indicated by their responses to material in the In-Basket Test. Leadership Styles were delimited to those described as task oriented style and relationship oriented style as indicated by subjects' responses to the Least Preferred Co-worker Scale.

## V. LIMITATIONS

(i) The possibility that to some extent subjects may have behaved differently in response to the In-Basket Test than they would on the job may limit the generality of the findings. However, the fact that the use of the In-Basket Test allowed for a more rigorous study by making possible (a) the assignment of subjects to particular treatments and (b) greater control over the conditions of the study may compensate for possible limitations of generality to some extent.

(ii) The holding of a National Postal Strike hampered the distribution of notices for the workshop and this fact, coupled with

the sub-zero weather on the day of the workshop at which the data for the main study were gathered prevented school administrators from places far removed from Edmonton from attending.

(iii) The sample size (40 subjects in each case) may limit to some degree the generalizability of the findings. Yet it is hoped that the samples were sufficiently representative of the populations from which they were drawn to allow meaningful generalizations to be made.

## VI. ORGANIZATION OF THE THESIS

Chapter I has dealt with the research problem, with the definition of terms and with the delimitations and limitations of the study. The following chapter presents a review of literature and research related to the study. Chapter III provides a statement of the sub-problems and associated research hypotheses.

The following two chapters are concerned with the research design and methodology and statistical procedures employed. Findings and Discussion are presented in Chapters VI and VII.

The final chapter of the thesis provides a summary of the study, its conclusions, and some indication of the implications of the findings for the practice of educational administration and for further research.

## References for Chapter I

1. Hemphill, J., D. E. Griffiths & N. Fredericksen. Administrative Performance and Personality. New York: Teachers College, Columbia University, 1962.

2. Fredericksen, N., D. Jensen & A. Beaton. Prediction of Organizational Behavior. New York: Pergamon, 1972.

## Chapter II

## REVIEW OF RELATED LITERATURE AND RESEARCH

The theoretical base on which the study rests, and out of which the several problems and hypotheses were derived is composed of two main strands: (i) Organizational Climate and (ii) Administrative Behavior. Each will be discussed in this chapter. Since part of the study was concerned with the administrative behavior of task-oriented and relationship-oriented school administrators, some discussion of leadership styles will be included. Mention will also be made of the development and use of in-basket tests, as the use of an in-basket test to gather data was an important feature of the study.

### I. ORGANIZATIONAL CLIMATE

It has long been recognized that the environment is an important source of influence on the behavior of the individual. There is general acceptance of the notion that behavior is a function of the interaction of the organism and the environment. Yet Downey et al. point out that

> until recently, researchers had made few systematic attempts to explore the influences of an organization's climate on the behavior of employees (10:p. 149).

#### Attempts to Conceptualize Organizational Climate

The following definitions exemplify attempts to conceptualize organizational climate—a concept that Guion claimed is "one of the

fuzziest concepts to come along in some time" (30:p. 121), and in connection with which "there seems to be real confusion over whether 'climate' refers to an attribute of organizations or attributes of people" (30:p. 121).

Downey, Hellriegel and Slocum claimed that

> Organizational climate has generally been defined as an individual's perception of his work environment . . . It is a summative variable intended to represent the individual's filtering, structuring, and description of the numerous stimuli impinging on him from the organization (10:p. 149).

In attempting a synthesis of the definitions of Gilmer (27), Taguri (64), Georgopoulos (23), Gellerman (22), Litwin and Stringer (45), and Meyer (52), Pritchard and Karasick suggested that organizational climate might be defined as

> a relatively enduring quality of an organization's internal environment distinguishing it from other organizations; (a) which results from the behavior and policies of members of the organization, especially top management; (b) which is perceived by members of the organization; (c) which serves as a basis for interpreting the situation; and (d) acts as a source of pressure for directing activity (56:p. 126).

Hellriegel and Slocum, adapting conceptions presented by Beer (3), Campbell et al. (6), Dachler (8), and Schneider (60), defined organizational climate as

> a set of attributes which can be perceived about a particular organization and/or its subsystems, and that may be induced from the way that organization and/or its subsystems deal with their members and environment (38:p. 256).

Forehand and Gilmer defined the term organizational climate as

> the set of characteristics that describe an organization and that (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization (16:p. 362).

Kahn et al. stated that much of an organization's climate

consists of

> those overarching shalts and shalt nots which govern the actions, imply the sanctions and in time permeate the souls of organizational members (44:p. 150-151).

The definition of organizational climate used in the present study is that proposed by Fredericksen et al., that is,

> The climate of an organization . . . is a set of expectations or understandings, held in common by most of the members of an organization, as to a kind of uniformity in behavior that is seen as appropriate in that organization: these expectations presumably result from perceptions of uniformities in behavior on the part of the organization's members, from overt or subtle declarations of policy on the part of the leaders, from a uniform background of training and experience on the part of the members, or from some combination of these. Ultimately, the climate presumably results from manipulations of reinforcements or sanctions by people in positions of power and through policies having to do with selection and retention of personnel (18:p. 73).

As well as providing a comprehensive definition of organizational climate, this definition, as Fredericksen has indicated, suggests methods of representing climates in a simulated organization (18:p. 73), and is therefore appropriate for the present study.

## Organizational Climate as an Independent Variable

In this study the focus has been on the use of two climate dichotomies as independent variables. In discussing organizational climate research, the emphasis will therefore be upon those studies which have employed organizational climate as an independent variable.

In a recent comprehensive review of organizational climate studies, Hellriegel and Slocum noted that "since 1966 there have been intensive and diverse efforts to conceptualize, measure and utilize the organizational climate construct" (38:p. 255). Much of the material in this section has been drawn from their review. A further

source has been the work of Forehand and Gilmer (16).

In order to review and evaluate the research literature, Hellriegel and Slocum classified the studies into broad categories according to whether organizational climate was used as an independent, intervening or dependent variable. A summary of their review is provided in Table 1.

That organizational climate is related to job satisfaction in terms of interpersonal relations, task involvement and group cohesiveness is indicated in such studies as those by Friedlander and Margulies (20), Schneider (60), Pritchard and Karasick (56), and Litwin and Stringer (49).

Numerous studies have found a significant relationship between organizational climate and job performance. Cawsey (7), Fredericksen (18), Friedlander and Greenberg (21), Hall and Lawler (33), Kaczka and Kirk (43), Pritchard and Karasick (56), Schneider (60), and Schneider and Hall (61) have all reported relationships between climate and performance. However, Hellriegel and Slocum held that

> the relationship between performance and climate is not as easily understood, or as pervasive, as the relationship between job satisfaction and climate (38:p. 271).

Two traditions appear to have provided group experiments relevant to questions about organizational climate (16:p. 367). The first stemmed from the study of communication networks. Such experiments allowed the experimenter to vary both the pattern of communication and individual positions in the pattern, in a sense actually "creating" an organization (16:p. 367).

Forehand and Gilmer pointed out that the "human relations" tradition in management has prompted "perhaps the most extensive

TABLE 1

Summary of Organization Climate Studies

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Burns and Stalker (1961) | Burns & Stalker | 20 firms, managers | dependent | Independent variable: External environment<br><br>Management system should be a function of extrinsic factors -- rates and technological and market change. Mechanistic system is appropriate in stable market conditions, while organic system is more appropriate in changing environments. |
| Cawsey (1973) | Litwin and Stringer | 600 insurance personnel | independent | Job satisfaction increases as the individual perceives the environment as having more achievement opportunities. Individuals who are in achievement climate rate themselves as higher performers than individuals in less motivating climates.<br><br>Salesmen are rated higher in performance if they perceive an achievement climate. Clerks are rated higher in performance if they perceive a power climate. |
| Costley, Downey & Blumberg (1973) | Litwin and Stringer | 36 city employees | moderating and independent | Moderating: Organizational climate did not moderate the relationship between those employees receiving human relations training and those who did not receive training in terms of role preferences. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| | | | | Independent: An employee's perception of his organization's climate predicted what role preferences he practiced before training. Those who perceive their climate as achievement and reward oriented took on roles which led to achievements ans rewards. |
| Davis (1968) | Davis | Not reported | independent | Organizational climate may reflect a variety of executive rule-following propensities. Organization climates should be used in recruitment to determine whether the individual is rule bound or free wheeling. |
| Dewhirst (1971) | Dewhirst | 2 nonprofit development organizations, 320 managers and non-managers | independent | Managers who placed greater value on managing also had professionals who placed greater value on becoming a manager. |
| Dieterly & Schneider (1974) | Campbell et al. | 120 students | dependent | Independent variables: Position level, degree of participation in decision making, and orientation toward customers.<br><br>Climate perceptions are attributable to stockholder or customer orientation and two interactions: level of participation and level of participation with position level. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Frederickson (1966) | Frederickson | 260 middle managers | independent | 1. Innovative climates yield greater productivity.<br>2. Innovative climates yield more predictable task performance.<br>3. Subjects working in a consistent climate had more predictable performance than those working in non-consistent climates.<br>4. Subjects employ different work methods depending upon climate—climates which promoted freedom had administrators who dealt with employees in a more personal and direct sense, while in restrictive climates, administrators tended to work through more formal channels. |
| Friedlander and Greenberg (1971) | Friedlander and Greenberg | 478 hard core unemployed | independent | Workers who perceived the climate as supportive tend to rate their supervisor more favorably in job training situations and effective in work behavior than did employees who perceived the climate as less supportive. Employees who perceived their climate as supportive were rated more competent by the trainers than those who perceived the climate as less supportive. |
| Friedlander & Margulies (1969) | Halpin & Croft | 95 production workers | independent | 1. Organizational climate is a significant determinant of individual job satisfaction (e.g., interpersonal relations, task |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| | | | | involved self-realization and advancement).<br><br>2. The relationship between organizational climate and job satisfaction varies with the type of climate and measure of job satisfaction.<br><br>3. Work values held by individuals moderate climate perceptions and satisfactions. |
| George and Bishop (1971) | Halpin and Croft | 296 teachers | dependent | Independent variables: (a) Cattell Personality Factor Questionnaire and (b) structural properties of organization (formalization, centralization)<br><br>Data suggest that in smaller, less bureaucratic, innovative school districts, teachers exhibit low anxiety and perceive low structure. They are more dependent, trusting, and perceive the organization to have a more open climate than do teachers in more bureaucratic schools. |
| Golembiewski (1970) | Likert | 96 salesmen | dependent | Independent variable: T-group training<br><br>Organizational development efforts closed the gap between the individual's perceptions of his climate and his perceptions of his ideal climate. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Golembiewski & Carrigan (1970) | Likert | 96 salesmen | dependent | Independent variable: T-group training<br><br>T-group training helps induce and maintain changes in the employee's perceptions of climate over a longitudinal period of time (18 months). |
| Golembiewski, Munzenrider, Blumberg, Carrigan & Mead (1973) | Likert | 43 salesmen | dependent | Independent variable: T-group training and external environment<br><br>Employee's perceptions of the climate were affected by training. The external environment (reduction of the work force, market uncertainty) greatly reduced the magnitude of the changes in the employee's perceptions of the climate. |
| Hall and Lawler (1969) | Hall and Lawler | 117 directors of R&D organizations and 291 professional R&D employees | dependent | Independent variable: Performance<br><br>Directors and employees of high performing labs perceived the climate as more dominant and lower on emotional control than did personnel of low performing labs. The high-performing R&D lab is seen by its director as being dominant (rather than submissive), hard (rather than soft), superior (rather than inferior), active (rather than passive) and competitive (rather than cooperative). |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Hands, Richards & Slocum (1973) | Likert | 42 middle managers | intervening | Independent variable: Human relations training program and time (18 months after training program)<br><br>Employees who perceived the organization as consultative and who participated in a human relations training program had greater increases in their performance than employees who perceived the organization as autocratic. |
| Holloman (1973) | Likert | 21 city managers | dependent | Independent variable: Training program<br><br>Significant changes occurred in the problem-solving effectiveness (measured by Likert's climate instrument) after a one week organizational development conference designed to improve decision-making. By providing an atmosphere of trust acceptance and mutual support, the climate of the organization was changed to resemble System IV. |
| Kaczka and Kirk (1968) | Kaczka & Kirk | data bank of Institute for Social Research at Ann Arbor (specifics not reported) | independent | Performance is affected by organization climate. Employee-centered climate had higher performance (e.g., lower unit cost, high profits) but not in all cases. Employee-centered climate yields higher sociological and psychological satisfaction (work group cohesion, low group pressure for task |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| | | | | performance) than task centered climate. |
| Litwin and Stringer Study #3 (1968) | Litwin & Stringer Form A | 3 simulated organizations with 15 members | intervening | Independent variable: Leadership styles. Different styles of leadership can create different climates.<br><br>Authoritarian climate: (a) high level of power motivation; (b) low satisfaction; (c) negative attitudes towards the group; and (d) low innovation and productivity.<br><br>Friendly climate: (a) high level of affiliation motivation; (b) high job satisfaction; (c) positive attitudes toward the group; (d) moderate innovation and low performance.<br><br>Achieving climate: (a) high level of achievement motivation; (b) high job satisfaction; (c) positive group attitudes, and (d) high innovation and productivity. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Litwin and Stringer Study #2 (1966) | Litwin & Stringer Form B | 19 college educated females working in service department of a public utility | independent | Based on standardized scores from approximately 460 managers, this sample scored above average in achievement and affiliation motivation, and below average in power motivation. The women were dissatisfied, average or below average in service performance, and considerably below average in sales performance. |
| Litwin and Stringer Study #3 (1968) | Litwin & Stringer | comparison of employees of 2 chemical plants, sample size not reported | dependent | Independent variable: Change in management<br><br>After a change in management in the Mills plant (experimental plant) it reported higher responsibility, risk, reward, and identity measures than the control plant (Bulber). At Mills plant, the professional and managerial employees were generally higher on the climate dimensions than the technical personnel. The professional employees perceived the organization as more structured than the technical people. The Mills plant was also first in its market in sales and profits. |
| Litwin and Stringer Study #4 (1968) | Litwin & Stringer | 7 departments in a plastics group involved in R&D efforts, 35 men per group | dependent | Independent variables: Each department was found to have its own climate. Researchers assert that climate differences are partly determined by tasks assigned to department. Leadership style can affect climate score. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Marrow, Bower and Seashore (1967) | Likert | 27 managers' & supervisors from a plant in the pajama industry | intervening | Independent variables: Changes in top management, technology, training programs, and reward systems.<br><br>The climate of the organization shifted to become oriented toward System IV after the change in top management. This change in climate was accompanied by a 26% increase in productivity, a 20% decline in manufacturing costs, a 50% drop in employment turnover and a reduction in the time it took to train an employee. |
| Payne and Phesey (1971) | Payne and Phesey | 120 junior managers | dependent | Independent variable: Organizational structure<br><br>The Aston plant had many rules, regulations and standards, and a centralized authority structure. Climate was perceived by employees as Rules-Orientation-Administration Efficiency. The Brum plant had very few rules, regulations and standards, and had a decentralized authority structure. Climate was perceived as opposite to that at Aston. However, Aston employees reported greater involvement at the group level and were more creative than were employees at Brum. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Pritchard and Karasick (1973) | Campbell and Pritchard | 76 managers | independent and moderating | 1. Organizational climate was more strongly related to employees' job satisfactions than their job performance.<br>2. Highly supportive climate is more likely to be associated with higher job satisfactions regardless of personality characteristics. |
| Schneider (1973) | Schneider | 647 bank customers | intervening | Customers who perceived their bank as impersonal and generally negatively, switched banks more than those customers who perceived their bank's climate as more personal. Those customers who viewed the bank as employee-customer centered did not switch bank accounts. |
| Schneider (1972) | Schneider & Bartlett | 1,125 life insurance agents | independent | New agent expectations are correlated with the climate of the life insurance agency. New agent climate expectations are closely aligned with their managers' expectations. Climate expectations are less positive than climate preferences. New agent preferences are related to climate. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Schneider and Bartlett (1968) | Schneider and Bartlett Agency Climate Questionnaire | 126 managerial, 386 agency personnel | dependent | The research emphasizes the problem of obtaining a reliable measure of climate. The researchers argue the adoption of a single measure of perceived organization climate should be done with caution. There is no agreement between organizational perceptions. There was a total lack of climate congruence between the manager and assistant managers. Assistant managers and agents agree on employee concern, while agents and manager's perceptions of intra-agency conflict and general satisfaction are congruent. |
| Schneider and Hall (1972) | Schneider and Hall | 373 Diocesan priests | dependent | The amount of activities performed (parochial, administrative, community involvement and personal development) was more strongly related to the perceived work climate than was the importance of these activities. Position in the priesthood moderates the relationships between the amount of activities performed and perceptions. |
| Sorcher and Canzig (1969) | Litwin and Stringer | not reported | dependent | Independent variable: Feedback process<br><br>Managers can control the climate of their work group by using a feedback process. |

Table 1 (continued)

| Researchers | Climate Instrument | Sample | Variable | Results |
|---|---|---|---|---|
| Stimson & LaBelle (1971) | Halpin & Croft | 258 elementary school teachers in Paraguay | dependent | Independent variable: Organizational structure<br><br>A school in a highly structured and centralized administrative framework will most likely be perceived by teachers as "closed." Schools in a closed society's social system perpetuate that system by developing "closed" organizational climate. |
| Watson (1973) | Likert | 30 executives from around the country | intervening | Independent variable: University managerial training program (one month duration) and 6 month time elapse after completion of program<br><br>Employees who perceived the organization as consultative and who participated in the program were not rated significantly higher performers by the superiors and co-workers than men who perceived the climate as less participative. |

Adapted from Hellriegel and Slocum, 1974.

examination of the effects of organizational properties" (16:p. 367). The simulation of organizational activities has been used in some of these studies. For example Kidd and Christy (47) employed a simulated air-traffic control centre in their investigation of the effects of different supervisory practices on productivity. Day and Hamblin (9) used a simulated assembly line in their study of the effects of punitive versus non-punitive and close versus general supervision on productivity (16:p. 367).

> Simulation has been used most often for such purposes as providing a controlled context for training (Cohen and Rhenman, 1961), a constant background for the observation of behavioral processes (Chapman, Kennedy, Newell & Biel, 1959), or constant conditions for the evaluation of individual performance (Hemphill, Griffiths and Frederícksen, 1962) (16:p. 368).

Fredericksen's 1972 study was an exception in that environmental conditions (in this case organizational climates) were varied in order to study effects upon performance (18).

With the exception of the study by Hemphill, Griffiths and Fredericksen (40), the research mentioned above has been conducted in industrial contexts. Studies embodying the construct "organizational climate" have also been conducted in educational contexts.

## Organizational Climate in Educational Contexts

The attempt to solve the problem of identifying what was meant by the "atmosphere" or "feel" of an organization led writers such as Halpin and Croft (36), Griffiths (28), Brown (5), Miklos (54), and Randles (57) to liken the climate of an organization to the personality of an individual and to imply that, just as individual personalities may be regarded as being on a continuum from open to closed,

so schools may be viewed as being on a climate continuum extending from open to closed.

Halpin described an open school climate as follows:

> The Open Climate depicts a situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering or griping . . . the principal's policies facilitate the teachers' accomplishment of their tasks . . . On the whole, the group members enjoy friendly relations with each other . . . The teachers obtain considerable job satisfaction and are sufficiently motivated to overcome difficulties and frustration. They possess the incentive to work things out and to keep the organization "moving". Furthermore, the teachers are proud to be associated with their school (36:p. 174-175).

He depicted a closed climate thus:

> A Closed Climate marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social needs (36:p. 180).

The attempt to identify and quantify significant dimensions of climate resulted in the development by Halpin and Croft of the Organizational Climate Description Questionnaire (OCDQ). It enabled schools to be classified in terms of six types of organizational climates ranging from Open through Autonomous, Controlled, Familiar, Paternal to Closed (36). This instrument has been widely used in studies relating to organizational climates in educational organizations. The results of some of these studies will be outlined.

School Climate Studies. One of the first studies employing the OCDQ was conducted by Feldvebel (11) who suggested that relationships might exist between organizational climate and the socio-economic status of a community and between organizational climate and student achievement. No relationships between the global rating of climate and either of the other variables were found. Miller (55) in a later study concluded that organizational climate neither

correlated with school achievement nor was it a significant predictor of this variable.

Richens (58) found no significant relationship between climate and size of school. Keis (46) also found no relationship between climate and kind or size of school. However, he found a direct relationship between degree of staff turnover and climate.

Harvey (37) found no significant relationship between climate and the classroom behavior of teachers, that the principal's influence in establishing climate may be less important than the design of the OCDQ assumed it to be. He also indicated that the principal's influence has some effect on length of teachers' tenure within the school. Andrews (1) noted strong relationships between the global climate categories and both Esprit and teacher satisfaction.

An examination by Hughes (42) of climate and innovativeness in terms of the central administration offices of school districts resulted in the finding that in districts rated highly innovative the climates in the central offices were more open than climates in central offices of districts rated highly non-innovative.

As a result of his study of relationships between innovativeness, climate and the role of science co-ordinators, Heron (41) found a significant relationship between the degree of openness of climate and the extent to which innovation occurred. He suggested that principal's characteristics associated with the establishment of warm, tolerant relationships with staff could be used as predictors of the extent to which innovations occurred in a school.

The present study was set in an educational context. The

subjects were school administrators who for the purposes of the research assumed the position of principal of a simulated school. The independent variables were two climate dichotomies, and the dependent variables were categories of administrative behavior derived from responses to items in an in-basket test. Details of the research design are provided in Chapter IV.

Organizational Climate Variables

The organizational climate variables in this study were (i) Innovation and Initiative versus Adherence to Rules and Precedents and (ii) Permissive Supervision versus Close Supervision. The characteristics of these variables have affinities with climate variables in a number of previous studies—for example, the general-close supervision dichotomy which Katz, Macoby and Morse (45) used in their study of office work groups; the close and punitive supervision the effects of which were investigated by Day and Hamblin (9); the democratic supervision in the Argyle, Gardner and Cioffi study (2); and the global-detailed, innovation-rules dithotomies in the study of the prediction of organizational behavior by Fredericksen et al. (18).

As stated in Chapter I, this study focussed on the relationship between organizational climates and administrative behavior.

## II. ADMINISTRATIVE BEHAVIOR

Writers attempting to describe administration and/or administrative behavior have approached the problem of description from a number of perspectives.

In one of the earliest attempts to describe administrative behavior, Fayol (15) claimed that the essential elements of managing were planning, organizing, coordinating, controlling and commanding.

Gulick, in analysing the work of a chief executive in terms of its various functional elements, coined the word "POSDCORB," the letters of which were the initial letters of the words planning, organizing, staffing, directing, coordinating, reporting and budgeting, which together comprise a taxonomy of administrative functions or processes (31:pp. 3-45).

Various other writers have attempted to identify essential elements of administration. The table prepared by Miklos (53:p. 2) summarized components of the administrative process identified by several writers.

Focussing primarily upon the behavior of individual actors, Getzels has described administration as a social process in which behavior is a function of both institutional role expectations and the personality of the role incumbent defined by his need-dispositions (24:p. 157).

Hemphill (39) outlined administrative leadership within a framework of group problem-solving, developing a theory of administration as problem solving.

Simon considered decision making to be the central function of administration, and viewed organizational behavior as "a complex network of decisional processes" (62:p. 220), claiming that "administrative processes are decisional processes" (62:p. 1).

Griffiths also highlighted the importance of decision making,

TABLE 2

Components of the Administrative Process
Identified by Various Writers

| Components of Process | Writer | | | | | | |
|---|---|---|---|---|---|---|---|
| | Fayol | Gulick | Newman | Sears | AASA | Litchfield | Gregg |
| Planning | x | x | x | x | x | | x |
| Organizing | x | x | x | x | | | x |
| Coordinating | x | x | | x | x | | x |
| Controlling | x | | x | x | | x | |
| Commanding | x | | | | | | |
| Staffing | | x | | | | | |
| Directing | | x | x | x | | | |
| Reporting | | x | x | | | | |
| Budgeting | | x | | | | | |
| Assembling Resources | | | x | | | | |
| Allocating | | | | | x | | |
| Stimulating | | | | | x | | |
| Evaluating | | | | | x | x | x |
| Decision-Making | | | | | | x | x |
| Communicating | | | | | | x | x |
| Programming | | | | | | x | |
| Influencing | | | | | | | x |

From E. Miklos. "The Administrative Process," paper presented at the Alberta Principals' Leadership Course, 1968, p. 2.

considering administration as essentially decision making. He claimed that "the decision-making process is the central process of administration" (29:p. 148), and that the decision making process is

> not only central in the sense that it is more important than other functions, as some writers have indicated, but it is central in that all other functions of administration can best be interpreted in terms of the decision-making process (29:p. 121-122).

No single theory of administrative behavior seemed completely adequate in itself to support the kind of inquiry proposed for this study. The most useful perspective relevant to the study appeared to be provided by the work of Simon (62) and Griffiths (29) with their emphasis on the importance of decision making, and the closely allied perspective of Hemphill (39) who viewed administration as problem solving.

Related to these theoretical stances is research designed to identify dimensions of administrative behavior by using in-basket tests. This is outlined below.

In this study administrative behavior has been operationally defined as scores obtained from administrators' responses to the In-Basket Test.

## Determining Dimensions of Administrative Behavior

In a study which had as its prime objective

> To determine dimensions of performance in the elementary school principalship and thus to develop a better understanding of the nature of the job of the school administrator (40:p. 91),

Hemphill, Griffiths and Fredericksen used a battery of four in-basket tests—three school in-baskets and the Bureau of Business In-Basket. The school in-baskets were the Jefferson in-basket materials developed

by the researchers for use in this study. The Bureau of Business In-Basket had been developed independently in connection with research conducted by Educational Testing Service (40:p. 26-55).

The sample consisted of 232 elementary school principals from thirty-two school districts in the United States.

Responses were scored for content—what was done—as well as style—how it was done. Sixty-eight scoring categories were used. Forty category scores selected for analysis were intercorrelated and the resulting matrix factor analysed. Eight first order factors were obtained. The correlations among these factors were also factor analysed and two second order factors entitled "Preparation for Decision" and "Amount of Work" were found. The ten factors were interpreted by the researchers as "basic concepts of administrative performance in the in-basket test situations" (40:p. 147).

The first order factors were listed as:

Factor A Exchanging Information
Factor B Discussing with Others Before Acting
Factor C Complying with Suggestions Made by Others
Factor D Analyzing the Situation
Factor E Maintaining Organizational Relationships
Factor F Organizing Work
Factor G Responding to Outsiders
Factor H Directing the Work of Others (40:p. 342).

It was suggested that these primary factors constituted a set of categories comprising a taxonomy of administrative behavior (40:p. 342).

In 1962 Fredericksen reported details of a study which he had conducted using the Bureau of Business In-Basket with the purpose of learning something about the major dimensions of administrative behavior occurring in the simulated job (17:p. 24).

The in-basket test was administered to 335 people including sub-groups of undergraduate students enrolled in a course in industrial psychology, graduate students in business administration, government administrators, business executives and army officers.

Similar scoring categories and scoring procedures to those used in the school administration study (40) were employed. As a result of the analysis of the data, eight primary factors and three second order factors were identified (17:p. 14-24).

Fredericksen suggested that administrative behavior as revealed by the data analysis of in-basket scores could be described in terms of the dimensions Preparing for Action, Amount of Work and Seeking Guidance (the second order factors) and that it could be described in greater detail in terms of the eight primary factors as follows:

Acting in Compliance with Suggestions
Preparing for Action by Becoming Informed
Concern with Public Relations
Procrastinating
Concern with Superiors
Informality
Directing Subordinates
Discussing (17:p. 25).

There is a marked similarity between the factors obtained in the study of the administrative behavior of school principals (40) and those identified by Fredericksen (17).

In the present study the taxonomy suggested by Hemphill, Griffiths and Fredericksen (40) has been used to provide major categories of administrative behavior. Further detail concerning the in-basket categories is provided in Chapter IV.

# III. LEADERSHIP STYLES

The notion of task-oriented leaders and relationship-oriented leaders as used in this study was derived from the work of Fiedler and his associates (12,14) who have conducted perhaps the most exhaustive series of studies on leadership to date.

Organizational theorists have long been intrigued by the question of leadership, and though attempts had been made to clarify the concept and to produce an acceptable theory of leadership, reviews of research such as those by Haire (32), and McGrath (51) pointed out that results of the search for a satisfactory theory had been disappointing.

## "Great Man" and "Trait" Theories

Early research concerning the concept of leadership tended to adopt a biographical approach and consisted of efforts to discover what distinguished leaders from other people. This "great man" theory attempted to identify leadership characteristics by examining the characteristics of recognized leaders. Such endeavours proved to be disappointing, however. Lipham notes that authorities in the field concluded that some people were "natural born leaders" (48:p. 126).

The emphasis shifted in the 1920's from this biographical approach to an approach characterized by attempts to identify those traits of leadership which discriminate between leaders and non-leaders (48). The assumption underlying this approach is that leadership is "an essential innate capacity of the individual manifested with equal facility, regardless of the situation in which the leader

finds himself" (48:p. 288).

Stogdill (63) pointed out that this "trait" approach to the study of leadership yielded negligible results and that the results were often contradictory. Sanford (59) summarized the state of the art as follows:

> From all these studies of the leader we can conclude, with reasonable certainty, that: (a) there are either no general leadership traits or, if they do exist, they are not to be described in any of our familiar psychological or common-sense terms, (b) in a specific situation, leaders do have traits which set them apart from followers, but what traits set what leaders apart from what followers will vary from situation to situation (59:p. 51).

Eventual dissatisfaction with the "great man" and "trait" theories led to a reaction against these and to an emphasis on situational factors.

The Situational Approach

This approach does not maintain that personal qualities of leadership are not important nor that situational factors necessarily produce the required leadership. It supports the view that more must be involved than just the leader and the group.

There is general agreement among such writers as Gibb (26), Halpin (34), Getzels (25), and Katz and Kahn (45) that leadership is not something simple like a trait or a collection of traits and that a great deal of confusion still surrounds the concept "leadership." Halpin states:

> The behavior of the leader and the behavior of group members are inextricably interwoven, and the behavior of both is determined to a great degree by formal requirements imposed by the institution of which the group is a part (34:p. 81).

Similarly, Getzels et al. claim that

> The nature of the relationship (between leader and follower) depends on the operating leadership-followership styles in the particular social system (25:p. 145).

Katz and Kahn draw attention to the ambiguous nature of the concept "leadership"—at one time it is the "attribute of a position," at another time "the characteristic of a person" and at yet another time "a category of behavior." They favour the third interpretation, and stress the relational nature of the concept—leader, followers and situation are part of a total setting, and all interact (45:p. 301).

## Aspects of Fiedler's Theory

A promising line of research into leadership has been developed by Fiedler. He defined leadership as

> an interpersonal relation in which power and influence are unevenly distributed so that one person is able to direct and control the actions and behaviors of others to a greater extent than they direct or control his (12:p. 8).

The favourableness of the leadership situation is perceived by Fiedler to be a relationship involving power and influence, and he identified three major aspects of the situation which provide the leader with these attributes that govern the favourableness or unfavourableness of the situation for him. "These are, specifically, leader-member relations, task structure, and leader's position power" (12:p. 375).

Leader-member relations refers to the quality of leader-member-interactions and the extent to which the leader is accepted by the group. Task structure relates to the way the task is structured and the extent to which the leader can control the

operation by subdividing and coordinating the work. Leader position power refers to the extent to which the leader can obtain compliance with his directives and suggestions by virtue of the power invested in his position by the organization (12:p. 143).

Using these three dimensions, Fiedler has classified group task situations as in Figure 2

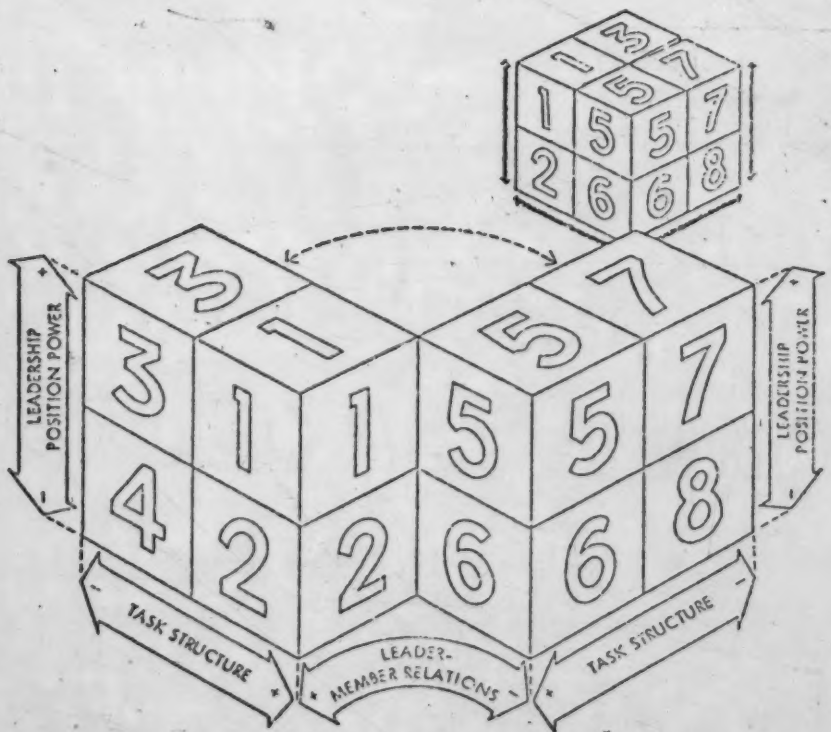


Figure 2

Classification of Group Task Situations
(Fiedler, 1967:p. 33)

The eight cells or octants are scaled from most favourable to least favourable. Octant 1 represents the most favourable situation since

groups in this octant would have accepted and trusted leaders with a structured task and high position power. In Octant 8, on the other hand, groups would have a leader who is not accepted, who has an unstructured, vague task to perform and low position power.

Fiedler claimed that a leader's contribution to group performance depends on both the style of leadership (task-oriented versus relationship-oriented), and the favourableness of the situation. Task-oriented leaders are those who obtain their satisfaction from successfully completing the task even at the risk of poor interpersonal relations with group members, while relationship-oriented leaders are those whose leadership style is primarily oriented toward attaining a position of prominence and achieving good interpersonal relations (12:p. 13 and pp. 44-46).

The LPC and Leadership Styles

The classification of leaders into one or other of these two leadership style categories has been done by using the "esteem for the Least Preferred Co-worker" (LPC) instrument (12:p. 41). The respondent is required to think of the person with whom he can work least well, and then to rate this person from one to eight on the bi-polar adjective scale. The LPC score is obtained by summing the item scores.

According to Fiedler (12:p. 44-46), a high LPC score indicates a leader who tends to be relationship oriented, while a low LPC score indicates that a leader is task-oriented.

Some modification in the interpretation of the scales is apparent in Fiedler's later writings in which he tends to consider the LPC score as "an index of goal or motivational hierarchy" (14:

p. 374).

> The high LPC person has, as his primary goal, the establishment and maintenance of close interpersonal relations; he needs to be related and socially connected to others . . . However, this person does not have to behave in this way when his goals of being related are already secured . . . The relationship-motivated high LPC person who has secured his goal of being related to others will then seek the satisfaction of secondary goals . . . When the task presents no difficulties, the low LPC leader will have pleasant, friendly, and considerate interactions with his co-workers (14:p. 374).

Fiedler maintained that the effectiveness of the leader is contingent upon the style the leader adopts with the group, and the kind of group situation in which leader and group find themselves (12:pp. 17-34). His "Contingency Model" (12) predicts that task-oriented (low LPC) leaders perform best in conditions which are either very favourable (Octant 1, Figure 2) or very unfavourable (Octant 8, Figure 2) and that relationship-oriented (high LPC) leaders perform best in situations intermediate in favourableness.

The use of the LPC scale in this study was not aimed at determining whether support or lack of support for Fiedler's theory could be demonstrated using a sample of school administrators. It was used for the purpose of partitioning the sample into two groups (i) task-oriented school administrators and (ii) relationship-oriented school administrators so that an investigation of the administrative behavior of these two groups within different organizational climates could be made.

## IV. IN-BASKET TESTS

> An in-basket test is a situational test which simulates important aspects of the job of an administrator. It consists of the letters, memoranda, notes of incoming

> telephone calls, and other materials which have supposedly collected in the in-basket of an administrative officer (19:p. 1).

The subject taking the test is told that he is the new incumbent of a particular administrative position and that he is to deal with the materials which have accumulated in his in-basket as if he were actually on the job.

In the in-basket test used in this study each subject was instructed that he had been principal of Jesse Stuart School for four months and had been absent for most of the previous week attending an administrators' conference. During his absence material had gathered in his in-basket. He was now back on the job and ready to commence work on the in-basket contents. Each subject was instructed not to pretend to be someone else but to bring to the tasks his own knowledge and to act as if he were really the principal of this school.

## Development of the First In-Basket Tests

The first in-basket tests were developed for the purpose of evaluating the effects of instruction in the Command and Staff School of the Air University (19:p. 48). Specifically the task assigned to Educational Testing Service was

> to study the desired outcomes of training in the Command and Staff School (a part of the Air University formerly known as the Field Officer Course) and to develop prototype methods to determine how well these objectives (were) achieved (19:p. 1).

The test which was developed required the examinee to play four roles. On four different days he was Commanding Officer of a fictitious Composite Wing, Director of Material, Director of Personnel and Director of Operations. He was provided with background information about the 71st Composite Wing and about the Air Force base

where it was supposedly located. In addition he received relevant documents from the "files" and the contents of an in-basket appropriate to each of the roles (19:p. 23).

In preparing the in-basket instrument, the researchers studied the curriculum and the objectives of the course so that they could discover what aspects of the behavior of the officers were expected to change as a result of the training they received. In order to ascertain what observable behaviors students were expected to exhibit as a consequence of instruction, the researchers asked instructors to specify the on-the-job activities which they would expect students to handle more expertly as a result of instruction. Out of the behavioral descriptions which were collected, a classification system consisting of twelve categories was constructed, six of the categories being primarily individual behaviors—for example, efficient use of routines, flexibility, foresight, effective evaluation of data—and the other six categories being primarily "interactive," that is involving relationships with others. In constructing the evaluative instrument, the major emphasis was given to assessing individual behaviors, in particular the four categories mentioned above (19:pp. 2-4).

These in-basket materials were tested in July 1953 using a class of students at the Command and Staff School. The results indicated that

> the In-Basket Test (could) be scored with a reasonably high degree of reliability, but that the present form of the test (was) low in content reliability (19:p. 23).

The researchers felt that higher reliability would probably be obtained

> by selection of the best problems, by development of better

problems to replace those found to be unsatisfactory, and by improvement of the scoring categories and methods (19:p. 14).

## In-Basket Tests in Industrial Contexts

There has been considerable use of in-basket tests in industrial contexts both for the training of personnel and for the assessment of candidates' administrative performance. The utilization of such materials in this area was summarized by Lopez (50) and more recently by Fredericksen et al. (18).

Following the development of the first in-basket tests, research personnel from the American Telephone and Telegraph Company in collaboration with the research staff of the Educational Testing Service constructed an in-basket exercise which focussed on the position of district plant manager. The exercise, designed for the purpose of training candidates for middle management positions, was widely used for the training of executives. Fredericksen et al. reported that versions of this in-basket for use in training programs were developed by other companies such as the Boeing Company, IBM, The Port of New York Authority and Dayton Rubber Company. Subsequently, training in-baskets were designed by the University of Michigan's Bureau of Industrial Relations and by the American Management Association (18:p. 69).

Much of the work in the area of selection and assessment of personnel utilized subjective judgments of the performance of in-basket examinees rather than scores. For example, American Telephone and Telegraph Company's Personnel Relations Department used a technique of interviewing each examinee after he had completed the in-basket, and then wrote reports describing his administrative

performance (18:p. 69).

However, Lopez (50) noted a number of companies such as the Port of New York Authority which used scoring methods and scoring categories intended to quantify the administrative performance of examinees.

## In-Basket Tests in Educational Contexts

Bergen reported that since 1959 simulated materials for the pre-service and in-service training of school administrators have been used by "scores of university departments of educational administration" (4:p. 1).

In that year the University Council for Educational Administration, Columbus, Ohio released its first in-basket simulations. Subsequently the Council made available several further packages of in-basket materials set in the context of the Monroe City Simulation (4:p. 1).

Since the publication of the initial Monroe in-basket material, a number of school administration in-baskets have been compiled, for example the Jefferson School District In-Basket developed in the United States of America by a research staff led by Hemphill, Griffiths and Fredericksen (4), the Schools of Mapleton In-Baskets developed in Australia by Walker, Rich, Teasdale and McCaig (66, 67), and the Canadian Administrator Simulation Project prepared in Canada under the editorship of John Bergen (4).

## The Preparation of In-Basket Tests

To exemplify the process of preparing such tests, a brief outline will be provided of aspects of the formative stages in the

development of the Jesse Stuart Principalship Simulation, produced as part of the Canadian Administrator Simulation Project, and used to provide a setting for the in-basket items utilized in the present study.

Preparing the Jesse Stuart Principalship Simulation Materials. The guidelines considered in the development of these materials included the following:

(1) An urban junior-senior high school should serve as a prototype.

(2) In order to assure anonymity, all names of places, locations and organizations should be changed. The names within the simulation would not represent actual individuals in any school or school system.

(3) The amount of background material should be severely limited.

(4) The simulation should be readily adaptable to a variety of instructional settings and purposes.

(5) In-basket problems should represent those considered to be of importance to principals of junior and senior high schools (4:p. 2).

The name "Westpro" which suggested a Western Canadian province was coined to designate the province within which the simulated school as situated, and "Chimo"—a Canadian Inuit word meaning "let's be friends"—was chosen as the name for the capital city of the province of Westpro. Names for the school and for all personnel were invented by the study team.

Data bank materials organized under the categories of General, Community, Administrative, Curriculum, Staff, and Students, were compiled. These materials which were partly adapted from existing school systems and partly invented by the designers of the simulation materials included a set of color slides depicting the location of

Jesse Stuart school and the school itself, an accompanying commentary, information concerning the province, education within the province, the city, and the school system. In addition such items as teachers' handbooks, excerpts from administrative regulations, a staff list and a handbook for students was provided.

Principals of junior high, senior high, and junior-senior high schools throughout Alberta were invited to submit "on the job" problems which they had encountered. From these submissions in-basket items were written for inclusion in the simulation. Bergen reported that

> Major contacts were principals who had recently attended the Alberta Leadership Course of School Principals and who had participated in in-basket simulation exercises (4:p. 3).

Various kinds of supplemental material such as forms for problem analysis and forms indicating the disposition of in-basket items were also provided. Finally, instructors' manuals were written.

Though some details of development differ, the process of structuring the settings and supplying appropriate items for the several school in-baskets has tended to follow somewhat similar patterns. Typically, detailed descriptions of a mythical school and school district are provided, and in-basket items designed to elicit the behaviors that persons responding to these items might be expected to display on the job are then written within this context.

## The Use of In-Basket Tests in Research

Comparatively limited use has been made of in-basket tests in research into administrative behavior. Details of two major studies (17) and (40) have already been presented. Aspects of a third study

will be mentioned here.

This study which had as its primary focus the investigation of "interactions of personal and situational variables in the prediction of performance" (18:p. 71), was reported by Fredericksen, Jensen and Beaton (18).

The sample consisted of 260 male executives employed by the State of California in a variety of positions "ranging from forestry to prison service, and from heads of departments . . . to people at a middle management level" (18:p. 74). The simulated job used in the in-basket exercise was that of Chief of the Field Service Division of the Department of Commerce.

A series of tests of cognitive abilities, biographical quesionnaires, and personality inventories provided the predictor variables for the study.

The study included the use of a 2 x 2 treatment design featuring two climate dichotomies: innovation and originality vs. rules and standard procedures, and global supervision vs. detailed supervision. Both of these variables were manipulated. The dependent variables were in-basket scores.

It was found that

> zero-order correlations between predictors and performance factors (were) quite low for the entire group of subjects: no correlation (was) higher than 0.22 (18:p. 252).

The performance factors which were identified were similar to those found in previous research using in-basket materials. The 10 factors were named as follows:

1. Productivity
2. Acts in compliance with suggestions
3. Interacts with superiors

4. Thoughtful analysis of problems
5. Plans and discusses
6. Defers judgment and action
7. Interacts with peers
8. Orderly work
9. Informality
10. Accepts administrative responsibility (18:p. 243).

In considering the effects of climates on the means of the dependent variables, the major finding was that "the mean Productivity score is significantly affected by the consistency of the climate conditions" (18:p. 244). Productivity, representing the amount of work accomplished during the in-basket exercise, increased when climate conditions were consistent and decreased when inconsistent climate conditions prevailed (18:p. 244).

## SUMMARY

This chapter dealt with literature and research related to the study. This was done in four sections: (i) Organizational Climate, (ii) Administrative Behavior, (iii) Leadership Styles and (iv) In-Basket Tests.

In the first section attempts to conceptualize organizational climate were mentioned, and studies which featured organizational climate as an independent variable were outlined. Research concerned with organizational climate in educational contexts was presented and the results of some school climate studies provided. The affinity of the organizational climate variables of this study with those in a number of previous studies was pointed out.

After outlining a sample of attempts to describe administration and/or administrative behavior, it was suggested in the second section that no single theory seemed completely adequate to support the kind

of inquiry proposed in this study. It was also suggested that the most useful perspectives relevant to the study appeared to be those proposed by Simon, Hemphill and Griffiths. Research aimed at determining dimensions of administrative behavior, using in-basket tests was summarized.

In the third section mention was made of the historical progression of attempts to examine the concept "leadership." The progression through "Great Man" and "Trait" theories, to theories with a situational emphasis, to the work of Fiedler was traced. Aspects of Fiedler's theory were presented. The notion of task-oriented and relationship-oriented leaders was introduced in conjunction with a discussion of the Least-Preferred Co-worker instrument.

The final section began with an outline of the development of the first in-basket tests. This was followed by a discussion of the use of in-basket tests in both industrial and educational contexts. The process of preparing in-basket tests was dealt with, using the Canadian Administrator Simulation Project as an example. The section concluded with a summary of a further study exemplifying the use of in-basket tests in research relevant to this study.

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## Chapter III

## SUB-PROBLEMS AND RESEARCH HYPOTHESES

For the purposes of analysis, the central problem concerning the relationships between different organizational climates and the administrative behavior of school administrators was resolved into a number of more specific researchable sub-problems and derivative research hypotheses as follows:

Sub-problem 1: Will school administrators in a permissive supervision climate behave differently from school administrators in a close supervision climate?

Hypothesis 1.1: That the behavior of school administrators in a permissive supervision climate will be significantly different from the behavior of school administrators in a close supervision climate.

Sub-problem 2: Will school administrators in an innovation and initiative climate behave differently from school administrators in an adherence to rules and precedents climate?

Hypothesis 2.1: That the behavior of school administrators in an innovation and initiative climate will be significantly different from the behavior of school administrators in an adherence to rules and precedents climate

Sub-problem 3: Will school administrators in compatible climates

behave differently from school administrators in incompatible climates?

Hypothesis 3.1: That the behavior of school administrators in compatible climates will be significantly different from the behavior of school administrators in incompatible climates.

Sub-problem 4: Will task oriented school administrators behave differently from relationship oriented school administrators in different organizational climates?

Hypothesis 4.1: That in a permissive supervision climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.2: That in a close supervision climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.3: That in an innovation and initiative climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.4: That in an adherence to rules and precedents climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.5: That in compatible climates task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.6: That in incompatible climates task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Sub-problem 5: Will older school administrators behave differently from younger school administrators in different organizational climates?

Hypothesis 5.1: That in a permissive supervision climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.2: That in a close supervision climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.3: That in an innovation and initiative climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.4: That in an adherence to rules and precedents climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.5: That in compatible climates older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.6: That in incompatible climates older school administrators will behave significantly differently from younger school

administrators.

Sub-problem 6: Will experienced school administrators behave differently from less experienced school administrators in different organizational climates?

Hypothesis 6.1: That in a permissive supervision climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.2: That in a close supervision climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.3: That in an innovation and initiative climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.4: That in an adherence to rules and precedents climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.5: That in compatible climates experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.6: That in incompatible climates experienced administrators will behave significantly differently from less experienced administrators.

Sub-problem 7: Will school administrators with considerable formal preparation in educational administration behave differently from school administrators who have little formal preparation in educational administration?

Hypothesis 7.1: That in a permissive supervision climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.2: That in a close supervision climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.3: That in an innovation and initiative climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.4: That in an adherence to rules and precedents climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.5: That in compatible climate schools administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.6: That in incompatible climates school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Chapter IV

# RESEARCH DESIGN AND METHODOLOGY

## I. RESEARCH DESIGN

> Factorial design is the structure of research where two or more independent variables are juxtaposed in order to study their independent and interactive effects on a dependent variable (8:p. 325).

In this study a 2 x 2 factorial design similar to that used by Fredericksen, Jensen and Beaton was used (Figure 3) (5:p. 75).

SUPERVISORY CLIMATE

ADMINISTRATIVE CLIMATE

| | Permissive Supervision Climate | Close Supervision Climate |
|---|---|---|
| Innovation and Initiative Climate | A | B |
| Adherence to Rules and Precedents Climate | C | D |

Figure 3

The Research Design

### (i) The Independent Variables

The independent variables were two climate dichotomies: (a) Innovation and Initiative versus Adherence to Rules and Precedents and (b) Permissive Supervision versus Close Supervision. Both variables were manipulated.

The first of the two climate dichotomies was labelled "Administrative Climate" since this had to do with the administrator's being innovative and displaying initiative versus adhering to rules, regulations and standard procedures. The second climate dichotomy was termed "Supervisory Climate" since this had to do with the degree of monitoring by supervisors—in this case chiefly the school superintendent—which was exercised over the school administrators' work. This latter dichotomy was concerned with a minimal amount of monitoring of administrators' work, and the permitting of considerable freedom of action versus a close monitoring of administrators' work by superordinates.

Figure 3 indicates that the two climate dichotomies overlap to yield four treatment combinations. Subjects were randomly assigned to groups so that there were four groups of subjects, each group containing ten subjects. Group A (corresponding to cell A in Figure 3) was presented with a climate characterized by permissive supervision and the encouragement of innovation and initiative. Group B was presented with a climate characterized by close supervision and the encouragement of innovation and initiative. Group C worked within a climate in which supervision was permissive but where adherence to rules and precedents was stressed, while Group D was presented with a climate featuring close supervision and adherence to rules and precedents.

Following Fredericksen, Jensen and Beaton, subjects assigned to Group A and to Group D were considered to be in climate combinations that were compatible—that is, permissive supervision combined with

innovation and initiative, and close supervision combined with adherence to rules and precedents. Subjects assigned to Group B and to Group C were considered to be in climate combinations that were incompatible—that is, close supervision combined with innovation and initiative, and permissive supervision combined with adherence to rules and precedents (5:p. 244).

(ii) The Dependent Variables.

These were scores based on various categories of behavior revealed by the subjects' responses to the items in an In-Basket Test. The scores were obtained from the written records made by subjects in response to the problems presented to them in the In-Basket Test.

## II. METHODOLOGY

(i) Data Collection

Fredericksen proposed seven methods for measuring outcomes of experiments in social or organizational psychology viz.:

1. Solicit opinions
2. Administer attitude scales
3. Measure knowledge
4. Elicit related behavior
5. Elicit "what-I-would-do" behavior
6. Elicit lifelike behavior
7. Observe real-life behavior (5:p. 37).

Of these several methods "observe real-life behavior" seemed to be appropriate for data collection in the present study. However, it was clearly apparent that systematic observation of a sufficiently

large sample of school administrators' on-the-job behavior was beyond the power of the writer in the time available for conducting the study. Further, as Fredericksen et al. point out, in a real-life situation opportunities for the display of behaviors one wishes to observe may be rare. Moreover, they may never appear in equal numbers or in similar contexts for different subjects (5:p. 43). Also, it is desirable for experimental purposes that testing conditions be standardized. In the real-life situation this criterion is unlikely to be met.

The method employed in this study was the sixth method identified by Fredericksen—"elicit life-like behavior." This suggests the use of simulations such as in-basket tests. The use of an in-basket test overcomes the kinds of difficulties outlined above. Moreover, the use of such a test provides opportunities equally and in similar contexts for all subjects to display the kinds of behaviors the researcher wishes to observe.

In order to test the proposed hypotheses the following data were required: data indicating administrative behavior of school administrators; data about leadership styles of school administrators; data relating to age, years of experience and extent of formal preparation in educational administration.

(ii) The Pilot Study

Data for the pilot study were obtained at the Alberta Leadership Course for School Principals sponsored by the University of Alberta and held at The Alberta School for the Deaf, Edmonton from July 7-18, 1975.

When registration forms were sent out to potential participants prior to the commencement of the Leadership Course, the director allowed the researcher to include an appeal for people in the field, i.e. principals and vice-principals, to send in an outline of a problem or problems they had encountered in one or more of the following areas: curriculum, staff, parents, students, central office, communication, other areas of your choice (Appendix L). It was felt that the In-Basket Test would be more meaningful and more realistic if the problems it contained were obtained from the field.

From the responses to this appeal 12 in-basket items were written. In some cases two or more issues that were suggested were combined to form one item.

The other 8 in-basket items were drawn from the Jesse Stuart Junior-Senior High School Principalship Simulation which is part of the Canadian Administrator Simulation Project, 1972 (1).

Suggestions for items in this Simulation Project had also been drawn from people in the field and then written up into in-basket items.

It could be said then that all of the 20 in-basket items in the In-Basket Test used in this study represent problems that were actually encountered in the field.

On July 8, 1975 the researcher presented an In-Basket workshop during which the In-Basket Test was administered to voluntary participants. Forty subjects agreed to participate. The subjects came from various districts, divisions and counties in Alberta. Appendix K provides a list of the districts, divisions or counties from which the participants came.

Each of the participants also completed an LPC instrument and a Biographical, Position and Professional Data questionnaire (Appendix D).

(iii) The Main Study

Data for the main study were obtained at a School Administrators' Workshop conducted by the researcher at the Capilano Motor Inn, Edmonton. The workshop was sponsored by the Greater Edmonton Regional of the Council on School Administration.

On September 4, 1975 the researcher submitted to Dr. E. Ingram, Vice-President Regional Council on School Administration, a proposal for a workshop for school administrators (Appendix I). This proposal was accepted by the Regional Council and the workshop was held on December 5, 1975.

During the workshop the In-Basket Test was administered to voluntary participants. Forty subjects agreed to participate. The in-basket items were the same as those used in the pilot study.

Due to the conditions mentioned in Chapter I, i.e. the nation-wide mail strike prior to the workshop and the sub-zero conditions on the day of the workshop, the sample was not as representative as the one obtained for the pilot study. The majority of the participants were from the Edmonton area. However, there were some from other parts of Alberta (Appendix J).

Again, each participant completed an LPC instrument and a Biographical, Position and Professional Data questionnaire.

(iv) Assignment of Subjects to Groups

In both the pilot study and the main study the procedure used

for assigning subjects to each of the four treatment groups was as follows:

Prior to the session at which data were gathered, a number of packages of material had been prepared. Included in these materials were General Directions to Participants (Appendix A), The In-Basket Test (Appendix B), the Least Preferred Co-Worker Rating Scale (Appendix C), Biographical, Position and Professional Data Questionnaire (Appendix D), Form Y Checklist of Behaviors (Appendix E) and a number of blank sheets of paper for recording further details of subjects' courses of action in response to the in-basket problems.

Each of the packages of materials was labelled: A1 . . . A10, B11 . . . B20, C21 . . . C30, D31 . . . D40. In addition, there were packages labelled E41 . . . E60. The packages A1 - D40 were spread out at random on a table. As subjects entered the room they selected a package of materials. Later they were informed that the letters A,B,C,D indicated to which group subjects had been assigned. These letters corresponded to the four treatment combinations in the research design.

The category E was included in case more than forty subjects attended the workshops, or some subjects who attended the workshops did not wish to participate in the research study. It was intended that subjects in this category would work through the In-Basket exercise and participate in subsequent group discussions but that the data they provided would not be used in the study.

(v) Variations in Climate

Before subjects divided into their assigned groups, and after

the scene for the In-Basket Test had been set by means of showing color-transparencies and presenting background materials relating to the district and school within which the subject would be working, the researcher advised participants that each administrator would be working within a particular "climate" and that, in responding to each In-Basket item, it was important that subjects kept in mind the particular climate in which they were supposedly working.

After subjects proceeded to their assigned groups, a group leader established the climate milieu for each group by reading to his group a statement outlining the climate for that group (Appendix F).

In order to reinforce the subjects' perception of the climate type, a letter from his school superintendent was included in each subject's In-Basket materials (Appendix G).

(vi) Instrumentation

(a) The In-Basket Test

The Jesse Stuart Junior-Senior High School Principalship Simulation (1972) prepared at the University of Alberta under the editorship of John J. Bergen was used to provide the setting for the In-Basket Test. The twenty items used in the test appear in Appendix B. As mentioned previously, all of the items reflect actual problems encountered by school administrators in the field.

Development of the In-Basket Test. In developing the In-Basket Test a grid used by Hemphill, Griffiths and Fredericksen (6) was employed. This grid was based on two analytic frameworks developed by Livingstone and Davies (10) and by Katz (7).

Livingstone and Davies suggested that the job of a school administrator divides into four major parts:

> (1) improving educational opportunity; (2) obtaining and developing personnel; (3) maintaining effective interrelationships with the community; and (4) providing and maintaining funds and facilities (6:p. 47).

Katz (7) emphasizing what a person does in an administrative position, developed a three-skill approach to the work of administrators:

1. Technical skill
2. Human skill
3. Conceptual skill (7:pp. 33-42).

Hemphill, Griffiths and Fredericksen related these skills to the school principalship as follows:

> 1. Technical skill involves specialized knowledge and ability, including the methods, processes, procedures, or techniques that the principal would need in order to carry out his duties as principal.
>
> 2. Human skill involves ability to work effectively as a group member and to build cooperative effort within the faculty which he heads: it may be contrasted with technical skill—working with people versus working with things.
>
> 3. Conceptual skill involves ability to see the organization as a whole; it includes recognizing the interdependence of each unit and how changes in one unit affect all other units (6:p. 47).

The grid was formed by putting these two schemes together so that the four tasks were on the vertical axis and the three skills on the horizontal axis (Figure 4).

In choosing items to represent each of the twelve cells of the grid greater emphasis was placed on the tasks of Improving Educational Program, Developing Personnel, and Community Relationships than on Maintaining Funds and Facilities. On the Skills

| TASKS | SKILLS | | |
|---|---|---|---|
| | Technical (T) | Human (H) | Conceptual (C) |
| Educational Program (E) | ET | EH | EC |
| Developing Personnel (P) | PT | PH | PC |
| Community Relationships (R) | RT | RH | RC |
| Maintaining Funds and Facilities (F) | FT | FH | FC |

Figure 4

Skills-Tasks Grid

(Adapted from Hemphill, Griffiths and Fredericksen, 1962:p. 47)

dimension most emphasis was placed on Human Skill and lesser emphasis on Technical and Conceptual Skills.

The relative emphasis given to each of the cells reflects the importance assigned to each by the researcher in the light of his twenty-seven years experience as a school administrator, and also approximates the proportionate allocation of items in each area as recommended by an advisory group of school administrators consulted by Hemphill, Griffiths and Fredericksen in relation to their study of administrative performance and personality (6:p. 49).

Figure 5 shows the distribution of in-basket items in the Skills-Tasks Grid.

| | | SKILLS | | | |
|---|---|---|---|---|---|
| | | Technical | Human | Conceptual | Total |
| TASKS | Improving Educational Program | 2 | 2 | 2 | 6 |
| | Developing Personnel | 1 | 3 | 1 | 5 |
| | Community Relationships | 1 | 4 | 1 | 6 |
| | Maintaining Funds and Facilities | 1 | 1 | 1 | 3 |
| | | 5 | 10 | 5 | 20 |

Figure 5

Distribution of In-Basket Items in Skills-Tasks Grid

Classification of In-Basket Items. The following is a brief description of each of the twenty in-basket items classified according to the 12 cells of the grid shown in Figure 4. The names assigned to cells are those used by Hemphill, Griffiths and Fredericksen (6).

Cell ET: Educational Program - Technical Problems

Item No.

11 Letter from Department of Secondary Education requesting information about new science program.

14 Letter from a doctor concerning an examination of a student.

Cell EH: Educational Program - Human Problems

Item No.

12 Request from a staff member for a discussion of evaluation procedures.

16 Request from a staff member for permission for students to attend a "restricted adult" movie.

Cell EC: Educational Program - Conceptual Problems

Item No.

2 Memo from a staff member who wishes more class time to be allocated to her subject.

9 Memo from a staff member who wishes to develop an Outdoor Education program.

Cell PT: Developing Personnel - Technical Problems

Item No.

15 Notification from the executive-secretary of the Teachers' Federation of a grievance against the principal.

Cell PH: Developing Personnel - Human Problems

Item No.

1 Memo from the vice-principal concerning conflict between staff members.

Item No.

7 Memo from the vice-principal about the refusal of a staff member to attend departmental meetings and to teach the new science course.

13 Letter from a staff member's wife regarding her husband.

Cell PC: Developing Personnel - Conceptual Problems

Item No.

8 Memo from a staff member concerning supervision of classes in connection with field trips.

Cell RT: Community Relationships - Technical Problems

Item No.

18 Telephone call from police department regarding a drug raid and the questioning of students.

Cell RH: Community Relationships - Human Problems

Item No.

5 Letter from a parent protesting about procedures used in selling lunches to children.

6 Telephone call from the chairman of the PTA who suggests a meeting of teachers and parents be called in order to get more parent participation in school affairs.

10 Telephone call from a parent stating that her son has been wrongly accused of something he did not do and threatening to withdraw the child from school.

20 Letter from a parent protesting about her son's suspension from school and complaining about a teacher's conduct.

Cell RC: Community Relationships - Conceptual Problems

Item No.

3 Letter from a parent insisting that her child be promoted regardless of his achievement in mathematics.

Cell FT: Maintaining Funds and Facilities - Technical Problems

Item No.

17 Letter from the superintendent concerning a meeting of principals to discuss overcrowding in the district's high schools.

Cell FH: Maintaining Funds and Facilities - Human Problems

Item No.

4 Letter from the student council about the need for a swimming pool and mentioning the possibility of a student strike.

Cell FC: Maintaining Funds and Facilities - Conceptual Problems

Item No.

19 Letter from a theatre group requesting permission to give a lunch hour performance and promising to pay a commission to school funds.

Validity of the In-Basket Test. Fredericksen et al. point out that

> the validity of a simulation . . . depends largely upon the extent to which subjects in experiments involving simulation respond to problems and social influences in a way that characterizes their "typical" behavior (5:p. 65).

However, one cannot expect perfect correspondence between behavior in simulated situations and that in real life, since not even in real-

situations is a person perfectly consistent, as he plays roles appropriate to various contexts (5:p. 65).

It is possible also that bias toward giving responses that the subject considers would be most socially desirable, those which show him "in the best light," may be present in responses to an in-basket test. It could well be that, in responding to the items in an in-basket test, the subject may try to solve as many problems as possible, to try to show good judgment in solving them to prove that he can do well in coping with the problems confronting an administrator. Fredericksen et al. draw attention to the fact that presumably this is also what he would be likely to attempt to do in his real job (5:p. 65).

If one could show that a measure of performance gained from the In-Basket Test correlated with some analogous measure of performance in the real job, then the question of the validity of the simulation might be settled.

In attempting to validate in-basket scores, Hemphill, Griffiths and Fredericksen (6) in their study "to determine dimensions of performance in the elementary school principalship" (6:p. 9) used ratings of the work of the in-basket respondents by raters such as the subjects' superiors and by teachers. However, in most cases correlations between ratings and in-basket scores were low (6:p. 243-248). Further, there was little correspondence between superiors' and teachers' impressions of a given principal (6:p. 355).

Fredericksen et al. draw attention to the fact that

> since the items in the rating scales were chosen before the in-basket scoring procedures were worked out, there was only fortuitous correspondence in definitions of behavior

categories (5:p. 160).

This would appear to have had a possible bearing on the fact that correlations between ratings and in-basket scores were low.

Hemphill et al. suggested the following possible explanations of the findings of little or no correspondence between superiors' and teachers' impressions of a given principal:

1. The judges evaluate the same performance differently.
2. The judges consider as relevant, for purposes of evaluation, different types (dimensions) of performance.
3. The judges have different opportunities to observe different areas of performance.
4. The different research instruments introduce different errors or biases into the reports of judges (6:p. 356).

In their research study using a sample of civil servants, Fredericksen et al. also employed ratings as criteria for validating in-basket scores. Their rating form was devised so that the categories of behavior on the rating forms corresponded with "12 first-order in-basket factors . . . plus the second-order factor of productivity" (5:p. 160). Ratings of subjects' performance on the job were made by subjects' peers and by their superiors.

Again there was little agreement between the ratings by superiors, and correlations between ratings and in-basket scores were quite low (5:p. 161-163). The authors claimed, however, that while the low correlations did not show validity, the results could not be interpreted as proving the in-basket performance measures to be invalid. They suggested that one interpretation could be that doubt was cast on the validity of the ratings (5:p. 163).

In the present study, the researcher considered using ratings by superordinates, peers and subordinates. However, the study is concerned with the relationships between different organizational

climates and the administrative behavior of school administrators within those climates, and the study was so designed that an experimental situation was established within which measures of administrators' behavior in specified climates could be obtained. Attempts to use ratings of subjects' on-the-job behavior to validate in-basket scores would not be of value since the possibility of all subjects, assigned at random to particular climates in the experiment, operating within the same climates on the job, would appear to be remote.

However, the idea of using ratings was discarded primarily because the chief concern of the researcher was to obtain data about the behavior of subjects within this particular experimental setting. It was hoped then on the basis of these findings to speculate about the behavior of subjects on the job. Therefore, the behavior of subjects in the particular experimental setting was the prime concern, and the degree of match between subjects' on-the-job behavior and their behavior in the experimental setting was of little concern.

In order to gain some measure of validity of the in-basket test, the test was submitted to a panel of experienced school administrators enrolled in the doctoral program in educational administration at the University of Alberta. There was unanimous agreement among these expert judges that the problems in the in-basket test were such that they accurately represented problems likely to be encountered by school administrators on the job and that they were likely to elicit a range of administrative behaviors displayed by school administrators on the job.

Reliability of the In-Basket Test. One scorer scored the odd-numbered in-basket items for each subject and another scorer scored the even-numbered items for each subject. The same scorers scored the responses in both pilot and main study. Reliabilities were computed between scores on odd- and even-numbered in-basket items, using the Kuder-Richardson-20 formula. The reliabilities reflect both consistency of subjects' performance and the amount of agreement between scorers, The reliability for the pilot study was 0.938 and for the main study 0.939. As an additional verification of reliability the Spearman-Brown and the Alpha coefficients were computed for the pilot study. Reliability coefficients of 0.9302 and 0.9375 respectively were obtained.

Instructions to Participants. Participants were instructed to begin at item 1 and to deal with each item in order from 1 to 20. They were advised that there was a time limit to the exercise and that they should deal with as many items as possible in the time allowed, giving due consideration to each item, but not dwelling too long on any one item.

They were further instructed that, if in their opinion the solution of an in-basket problem required that a letter or memo be written, then they were to write in point form the substance of the letter or memo. If they decided that a telephone call needed to be made then the substance of the message was to be given in point form. If an interview or meeting was called for, then the substance of the proposed meeting or interview was to be given in point form.

Form Y (Appendix E) was to be used as a checklist of behaviors.

This would be supplemented by the material outlined above.

Subjects were instructed that they were to assume rationality—that is assume that all the people with whom they had contact as principal of Jesse Stuart School would behave in a rational manner.

They were also instructed that the In-Basket Test was to be done on an individual basis.

A copy of General Directions to Participants may be found in Appendix A and a copy of Form Y in Appendix E.

The In-Basket Categories. The major category groups A. Exchanging Information, B. Discussing Possible Action, C. Complying with Suggestions, D. Analysing the Situation, E. Maintaining Relationships, F. Organizing Work, G. Responding to Outsiders and H. Directing Others are those comprising a taxonomy of administrative behavior developed by Hemphill, Griffiths and Fredericksen as a result of their study of the dimensions of administrative performance of school principals (6:p. 342). To this the researcher added one further broad category viz. I. Making Decisions.

Within these major category groupings various categories of behavior were listed. The categories are similar to those used by Hemphill, Griffiths and Fredericksen (6) and by Fredericksen, Jensen and Beaton (5). Some categories that were infrequently used were deleted.

In the pilot study 49 categories were used (Table 3). In the main study 44 categories were used (Table 4).

The categories "shows courtesy to subordinates," "shows courtesy to peers," "shows courtesy to superordinates," "shows courtesy

TABLE 3

Categories of Behavior Used in Pilot Study

| | Behavior Category |
|---|---|
| | A. EXCHANGING INFORMATION |
| 1 | Asks for information from subordinates |
| 2 | Asks for information from peers |
| 3 | Asks for information from superordinates |
| 4 | Gives information to subordinates |
| 5 | Gives information to peers |
| 6 | Gives information to superordinates |
| 7 | Explains actions to subordinates |
| 8 | Explains actions to peers |
| 9 | Explains actions to superordinates |
| 10 | Communicates face to face |
| 11 | Communicates by writing |
| 12 | Communicates by telephone |
| | B. DISCUSSING POSSIBLE ACTION |
| 13 | Discusses with subordinates |
| 14 | Discusses with peers |
| 15 | Discusses with superordinates |
| | C. COMPLYING WITH SUGGESTIONS |
| 16 | Follows lead by subordinates |
| 17 | Follows lead by peers |
| 18 | Follows lead by superordinates |
| | D. ANALYZING THE SITUATION |
| 19 | Perceives major problem |
| 20 | Avoids unwarranted assumptions |
| | E. MAINTAINING RELATIONSHIPS |
| 21 | Interacts with subordinates |
| 22 | Interacts with peers |
| 23 | Interacts with superordinates |

Table 3 (continued)

| | Behavior Category |
|---|---|
| 24 | Shows courtesy to subordinates |
| 25 | Shows courtesy to peers |
| 26 | Shows courtesy to superordinates |
| | F. ORGANIZING WORK |
| 27 | Schedules decision for same day |
| 28 | Schedules decision for same or next week |
| 29 | Schedules decision no time specified |
| 30 | Delegates completely |
| 31 | Delegates partially with control |
| 32 | Delegates partially without control |
| 33 | Plans follow-up or feedback |
| 34 | Makes tentative plans only |
| 35 | Makes final plans |
| 36 | Follows pre-established structure |
| 37 | Initiates new structure |
| | G. RESPONDING TO OUTSIDERS |
| 38 | Asks for information from outsiders |
| 39 | Gives information to outsiders |
| 40 | Explains actions to outsiders |
| 41 | Discusses with outsiders |
| 42 | Follows lead by outsiders |
| 43 | Interacts with outsiders |
| 44 | Shows courtesy to outsiders |
| | H. DIRECTING OTHERS |
| 45 | Gives directions or suggestions |
| | I. MAKING DECISIONS |
| 46 | Involves subordinates in decision making |
| 47 | Refers to superordinates |
| 48 | Requires further information before deciding |
| 49 | Delays, postpones, temporizes |

TABLE 4

Categories of Behavior Used in Main Study

| | Behavior Category |
|---|---|
| | A. EXCHANGING INFORMATION |
| 1 | Asks for information from subordinates |
| 2 | Asks for information from peers |
| 3 | Asks for information from superordinates |
| 4 | Gives information to subordinates |
| 5 | Gives information to peers |
| 6 | Gives information to superordinates |
| 7 | Explains actions to subordinates |
| 8 | Explains actions to peers |
| 9 | Explains actions to superordinates |
| 10 | Communicates face to face |
| 11 | Communicates by writing |
| 12 | Communicates by telephone |
| | B. DISCUSSING POSSIBLE ACTION |
| 13 | Discusses with subordinates |
| 14 | Discusses with peers |
| 15 | Discusses with superordinates |
| | C. COMPLYING WITH SUGGESTIONS |
| 16 | Follows lead by subordinates |
| 17 | Follows lead by peers |
| 18 | Follows lead by superordinates |
| | D. ANALYZING THE SITUATION |
| 19 | Perceives major problem |
| 20 | Avoids unwarranted assumptions |
| | E. MAINTAINING RELATIONSHIPS |
| 21 | Interacts with subordinates |
| 22 | Interacts with peers |
| 23 | Interacts with superordinates |

Table 4 (continued)

| | Behavior Category |
|---|---|
| | F. ORGANIZING WORK |
| 24 | Schedules action for same day |
| 25 | Schedules action for same or next week |
| 26 | Schedules action no time specified |
| 27 | Delegates completely |
| 28 | Delegates partially with control |
| 29 | Delegates partially without control |
| 30 | Plans follow-up or feedback |
| 31 | Makes tentative plans only |
| 32 | Makes final plans |
| 33 | Follows pre-established structure |
| 34 | Initiates new structure |
| | G. RESPONDING TO OUTSIDERS |
| 35 | Asks for information from ousiders |
| 36 | Gives information to outsiders |
| 37 | Explains actions to outsiders |
| 38 | Discusses with outsiders |
| 39 | Follows lead by outsiders |
| 40 | Interacts with outsiders |
| | H. DIRECTING OTHERS |
| 41 | Gives directions or suggestions |
| | I. MAKING DECISIONS |
| 42 | Involves subordinates in decision making |
| 43 | Refers to superordinates |
| 44 | Decides unilaterally |

to outsiders" were discarded since it was too difficult for scorers to determine from subjects' responses whether these behaviors were occurring. In order to simplify scoring, the categories in the section I. Making Decisions were altered to "involves subordinates in decision making," "refers to superordinates" and "decides unilaterally."

Scoring the In-Basket Test. Scorers were briefed by the researcher and were also given a set of written instructions (Appendix H). The same scorers were used in both the pilot study and the main study. As reported earlier, in both studies one scorer scored the odd-numbered in-basket items for each subject and the other scorer scored the even-numbered items for each subject. The researcher acted as overseer of the whole scoring operation.

Scorers transferred the data from Form Y (Checklist of Behaviors) to master score sheets for each subject (Appendix M) then added to these sheets the results of their scoring of each subject's written responses to in-basket items. If the behavior specified by a scoring category occurred in an in-basket response, the scorer entered "1" in the appropriate cell. If such behavior did not occur in an in-basket response, the scorer entered "0." When all in-basket item scores had been entered on each score sheet the rows were summed.

If a scorer were in doubt about whether or not the response to a particular in-basket item indicated that a particular behavior either did or did not occur, a panel of expert judges consisting of the two scorers and the designer of the In-Basket Test (the researcher) was constituted to decide the issue.

(b) The Least Preferred Co-worker Scale

This measure developed by Fiedler indicates whether a leader is relationship-oriented (high LPC) or task-oriented (low LPC). It has been used in studies conducted with a wide variety of groups by Fiedler and his associates (2) (3) (4) and specifically in school situations by such researchers as McNamara (12) (13), McKague (11) and Lavery (9).

In his initial studies Fiedler used an interpersonal perception or attitude score as a predictor of group performance. This score was arrived at by asking the leader to describe his most-preferred and least-preferred co-workers. The leader was asked to think of all those with whom he had worked and then, on a 20 item eight-point bi-polar scale to describe the person with whom he could work best and then the person with whom he could work least well.

Two scores were thus derived, the first an ASO or Assumed Similarity between Opposites score and the second an LPC or Least Preferred Co-worker score. The ASO was used in Fiedler's earlier studies (1951-1957). However, he found that the LPC scale alone was as reliable as the original ASO scale and the LPC instrument was much simpler to administer (2:p. 44).

The LPC instrument asks the respondent to think of the person with whom he can work least well, and then to rate this person from one to eight on the bi-polar adjective scale (4:p. 41). There are usually sixteen to twenty scales such as the following:

Pleasant 8 : 7 : 6 : 5 : 4 : 3 : 2 : 1 Unpleasant

Friendly 8 : 7 : 6 : 5 : 4 : 3 : 2 : 1 Unfriendly.

In the present study sixteen scales were used (Appendix N).

Scoring the Least Preferred Co-worker Instrument. The instrument was scored by summing the ratings given the least-preferred co-worker on each of the scales. A high LPC score indicates a leader who tends to be relationship-oriented, that is he is concerned primarily with establishing good inter-personal realtions. A low LPC score indicates a leader whose style is primarily task-oriented and who obtains his satisfaction from performing the task (4:p. 44-46).

In accord with previous research using this scale, high LPC leaders were defined as those leaders scoring above the median on the scale and low LPC leaders were those scoring up to the median. In the pilot study, therefore, high LPC leaders were those scoring above 58, while low LPC leaders were those scoring up to 58. In the main study high LPC leaders were those with scores above 52, while low LPC leaders were those with scores up to 52.

(c) The Biographical, Position and Professional Data Questionnaire

This was a questionnaire administered to participants in both the pilot study and the main study with the purpose of obtaining information about the respondents' age, sex, position, type of school, years of experience and the extent of formal training in educational administration (Appendix D). For the purposes of testing the hypotheses in this study the following data were used: age, years of experience and extent of formal training in educational administration.

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# Chapter V

## ORGANIZATION OF DATA, AND STATISTICAL PROCEDURES

This chapter outlines the methods of organizing the data obtained from both the pilot study and the main study, and the techniques which were employed in order to test the hypotheses. The procedures for organizing the data and the types of statistical techniques used were the same for both studies.

### I. PREPARATION OF COMPUTER CARDS

The methods used in scoring the in-basket tests has already been reported in Chapter IV. When score sheets had been completed scores were transferred to Data Punching Forms. From these forms computer cards were punched and a research data deck was generated. The punched cards in the data deck were encoded with the following information: details of subjects' ages, administrative experience, extent of formal preparation in educational administration, LPC scores, and in-basket test scores.

The data were arranged into four groups (A, B, C, D) corresponding to the arrangement of subjects into the four treatments of the research design. Existing computer programs were used in the data analysis.

## II. STATISTICAL TECHNIQUES EMPLOYED

The research hypotheses have been listed in Chapter III. A summary of the hypotheses in terms of variables, sample size and type of sample is provided in Table 5.

The statistical methods used to test the hypotheses proposed in this study were t-tests of the significance of differences between means, one way analysis of variance and the Welch t prime adjustment of t-tests for unequal variances.

The parametric t-test was selected to test the significance of differences between means since it was considered that the assumptions upon which the technique is based seemed likely to be adequately met. Essentially there are two assumptions. Firstly, the distribution of the variables in the population from which the sample is drawn is assumed to be normal.

Examination of the data disclosed no gross departures from normality. Further, Ferguson (1) points out that

> The empirical evidence suggests that even for quite small samples, say, of the order of 5 or 10, reasonably large departures from normality will not seriously affect the estimation of probabilities for a two-tailed t test (1:p. 187).

In this study two tailed t-tests appeared appropriate for testing the hypotheses, all of which were non-directional.

The second assumption is that the population variances are assumed to be equal. To test for equality of variance, one way analysis of variance employing the F test was used. If the hypothesis of equal variance was rejected, the Welch t-prime test was applied.

The Welch modification makes an adjustment in the number of degrees of freedom and allows for the testing of the significance of

TABLE 5

Summary of Hypotheses in Terms of Variables, Sample Size and Type of Sample

| Hypothesis | Dependent Variable | Independent Variable | N | Description of Sample |
|---|---|---|---|---|
| 1.1 | In-basket test scores | Permissive Climate & Close Climate | 40 | School Administrators |
| 2.1 | In-basket test scores | Innovation & Initiative Climate & Rules & Precedents Climate | 40 | School Administrators |
| 3.1 | In-basket test scores | Compatible Climates & Incompatible Climates | 40 | School Administrators |
| 4.1 | In-basket test scores | Permissive Climate | 20 | Task-oriented school administrators & Relationship-oriented school administrators |
| 4.2 | In-basket test scores | Close Climate | 20 | " |
| 4.3 | In-basket test scores | Innovation & Initiative Climate | 20 | " |
| 4.4 | In-basket test scores | Rules & Precedents Climate | 20 | " |
| 4.5 | In-basket test scores | Compatible Climates | 20 | " |
| 4.6 | In-basket test scores | Incompatible Climates | 20 | " |

Table 5 (continued)

| Hypothesis | Dependent Variable | Independent Variable | N | Description of Sample |
|---|---|---|---|---|
| 5.1 | In-basket test scores | Permissive Climate | 20 | Older school administrators and younger school administrators |
| 5.2 | In-basket test scores | Close Climate | 20 | " |
| 5.3 | In-basket test scores | Innovation & Initiative Climate | 20 | " |
| 5.4 | In-basket test scores | Rules & Precedents Climate | 20 | " |
| 5.5 | In-basket test scores | Compatible Climates | 20 | " |
| 5.6 | In-basket test scores | Incompatible Climates | 20 | " |
| 6.1 | In-basket test scores | Permissive Climate | 20 | Experienced school administrators and less experienced school administrators |
| 6.2 | In-basket test scores | Close Climate | 20 | " |
| 6.3 | In-basket test scores | Innovation & Initiative Climate | 20 | " |
| 6.4 | In-basket test scores | Rules & Precedents Climate | 20 | " |
| 6.5 | In-basket test scores | Compatible Climates | 20 | " |

Table 5 (continued)

| Hypothesis | Dependent Variable | Independent Variable | N | Description of Sample |
|---|---|---|---|---|
| 6.6 | In-basket test scores | Incompatible Climates | 20 | Experienced school administrators and less experienced school administrators |
| 7.1 | In-basket test scores | Permissive Climate | 20 | School administrators with considerable formal preparation in educational administration and school administrators with little formal preparation in educational administration |
| 7.2 | In-basket test scores | Close Climate | 20 | " |
| 7.3 | In-basket test scores | Innovation & Initiative Climate | 20 | " |
| 7.4 | In-basket test scores | Rules & Precedents Climate | 20 | " |
| 7.5 | In-basket test scores | Compatible Climates | 20 | " |
| 7.6 | In-basket test scores | Incompatible Climates | 20 | " |

the difference between means when the variances are not homogeneous, thus providing a correction to the t-test results.

## III. LEVEL OF SIGNIFICANCE

Throughout the analysis of the data the 0.05 level of confidence was set for the rejection of the null hypothesis.

## IV. SUMMARY

This chapter reported the methods of data organization such as the preparation of computer cards and the details of the information encoded on the cards in the data deck. An outline was given of the statistical techniques used to test the hypotheses. These were the t-test, one way analysis of variance and Welch's t-prime test. A summary of the research hypotheses in terms of variables, sample size and type of sample was provided. The level of confidence for the rejection of the null hypothesis was given.

## References for Chapter V

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# Chapter VI

## FINDINGS FOR THE PILOT STUDY AND THE MAIN STUDY

### I. INTRODUCTION

The first section of this chapter presents relevant details of the respondents in the samples for the pilot study and for the main study. This is followed by the presentation of the findings for the twenty-seven hypotheses set out for the study. The findings for the pilot study are presented first, followed by the findings for the main study. For ease of reference the sub-problems and the research hypotheses derived from them are restated.

### II. THE SAMPLE RESPONDENTS

Forty school administrators participated in the pilot study and a similar number of school administrators participated in the main study.

Table 6 indicates the distribution of the school administrators by age. The age category 30-39 accounted for half the pilot study respondents and for 70 per cent of the main study respondents. Sixty per cent of the pilot study respondents and seventy per cent of the main study respondents had not yet attained forty years of age and were for the purposes of this study classified as younger school administrators. The remaining members of each sample were classified as older school administrators.

TABLE 6

Distribution of School Administrators by Age

| Age (Years) | Number of Administrators |
|---|---|
| Pilot Study | |
| 20-29 | 4 |
| 30-39 | 20 |
| 40-49 | 14 |
| 50 and over | 2 |
| Total | 40 |
| Main Study | |
| 20-29 | 0 |
| 30-39 | 28 |
| 40-49 | 10 |
| 50 and over | 2 |
| Total | 40 |

Table 7 shows the distribution of school administrators by years of experience as administrators. Forty-seven point five per cent of the pilot study respondents and 70 per cent of the main study respondents had occupied the position of principal or vice principal for a period of 5 years or more and were classified as experienced school administrators. The remaining respondents had occupied such positions for a period of less than 5 years and were classified as less experienced school administrators.

The distribution of school administrators by amount of formal preparation in educational administration is shown in Table 8. Of the pilot study respondents, 62.5 per cent had completed fewer than three formal courses in educational administration and were therefore categorized as school administrators with little formal preparation in educational administration. The corresponding percentage in this category in the main study was 47.5 per cent. The remaining subjects in each of the studies had completed three or more such formal courses and were therefore classified as school administrators with considerable formal preparation in educational administration.

## III. FINDINGS

### Pilot Study Findings

#### Sub-problem 1

This research sub-problem concerned the administrative behavior of school administrators in a permissive supervision climate and in a close supervision climate, and was stated as follows:

Will school administrators in a permissive supervision climate

TABLE 7

Distribution of School Administrators by Years of Experience as Administrators

| Years of Experience | Number of Administrators |
|---|---|
| **Pilot Study** | |
| 1-2 | 11 |
| 3-4 | 10 |
| 5-6 | 6 |
| 7-8 | 7 |
| 9-11 | 4 |
| 12-14 | |
| 15 or more | 2 |
| Total | 40 |
| **Main Study** | |
| 1-2 | 7 |
| 3-4 | 5 |
| 5-6 | 11 |
| 7-8 | 7 |
| 9-11 | 2 |
| 12-14 | 4 |
| 15 or more | 4 |
| Total | 40 |

TABLE 8

Distribution of School Administrators by Amount of Formal Preparation in Educational Administration

| Number of Formal Courses in Educational Administration* | Number of Administrators |
|---|---|
| **Pilot Study** | |
| 0 | 7 |
| 1-2 | 18 |
| 3-6 | 10 |
| 7-9 | 2 |
| 10 or more | 3 |
| Total | 40 |
| **Main Study** | |
| 0 | 6 |
| 1-2 | 13 |
| 3-6 | 14 |
| 7-9 | 2 |
| 10 or more | 5 |
| Total | 40 |

* Each half-course was counted as one.

behave differently from school administrators in a close supervision climate?

Findings for Hypothesis 1.1

Hypothesis 1.1: That the behavior of school administrators in a permissive supervision climate will be significantly different from the behavior of school administrators in a close supervision climate.

Significant differences between the two groups were revealed by the analysis (Table 9). The close supervision climate group had higher mean scores than the permissive climate group on the following major categories of administrative behavior:

A. Exchanging Information

B. Discussing Possible Action

C. Complying with Suggestions

D. Analysing the Situation

I. Making decisions

and a lower mean score on the major category H. Directing Others. The mean scores of both groups on this latter category were low.

Significant differences between the groups were also found on the following sub-categories of behavior:

A.6 Gives information to superordinates

A.12 Communicates by telephone

B.1 Discusses with subordinates

B.2 Discusses with peers

C.3 Follows lead by superordinates

D.1 Perceives major problem

E.3 Interacts with superordinates

G.5 Follows lead by outsiders

I.2 Refers to superordinates

TABLE 9

Tests of Significance of the Differences in the Mean Scores of School Administrators in a Permissive Supervision Climate and the Mean Scores of School Administrators in a Close Supervision Climate on the In-Basket Test (Pilot Study)
(N = 40)

| Behavior | Permissive Climate Mean Score | Close Climate Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| A. Exchanging Information | 29.95 | 49.60 | 8.08 | 23.44 | 23.45 | -3.544 | 0.0017 |
| B. Discussing Possible Action | 8.50 | 43.20 | 2.82 | 30.15 | 19.33 | -5.124 | 0.0000 |
| C. Complying with Suggestions | 4.35 | 18.05 | 2.43 | 10.52 | 21.03 | -5.676 | 0.0000 |
| D. Analysing the Situation | 15.70 | 60.95 | 7.73 | 34.91 | 20.86 | -5.660 | 0.0000 |
| H. Directing Others | 3.85 | 1.05 | 2.25 | 2.61 | 37.23 | 3.635 | 0.0008 |
| I. Making Decisions | 6.20 | 8.80 | 3.59 | 4.19 | 37.14 | -2.107 | 0.0418 |

[a]Adjusted by the Welch modification.

[b]t values modified by the Welch t-prime test.

Table 9 (continued)

| Behavior | Permissive Climate Mean Score | Close Climate Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Sub-Categories | | | | | | | |
| A.6 Gives information to superordinates | 0.95 | 0.30 | 1.10 | 0.66 | 31.04 | 2.270 | 0.0302 |
| A.12 Communicates by telephone | 4.00 | 31.55 | 1.72 | 22.26 | 19.23 | -5.518 | 0.0000 |
| B.1 Discusses with subordinates | 6.45 | 42.55 | 2.87 | 30.94 | 19.33 | -5.195 | 0.0000 |
| B.2 Discusses with peers | 1.00 | 0.10 | 1.38 | 0.31 | 20.90 | 2.854 | 0.0095 |
| C.3 Follows lead by superordinates | 0.15 | 17.25 | 0.37 | 10.76 | 19.04 | -7.106 | 0.0000 |
| D.1 Perceives major problem | 7.40 | 56.30 | 4.33 | 34.60 | 19.60 | -6.271 | 0.0000 |
| E.3 Interacts with superordinates | 0.10 | 1.70 | 0.31 | 1.89 | 20.00 | -3.728 | 0.0013 |
| G.5 Follows lead by outsiders | 2.15 | 0.03 | 2.62 | 0.80 | 22.52 | 3.018 | 0.0062 |
| I.2 Refers to superordinates | 0.35 | 2.50 | 0.59 | 1.61 | 23.99 | -5.623 | 0.0001 |

[a]Adjusted by the Welch modification.
[b]t values modified by the Welch t-prime test

The close supervision climate group had higher mean scores than the permissive climate group on the following sub-categories:

A.12 Communicates by telephone

B.1 Discusses with subordinates

C.3 Follows lead by superordinates

D.1 Perceives major problem

E.3 Interacts with superordinates

I.2 Refers to superordinates

and lower mean scores on the sub-categories:

A.6 Gives information to superordinates

B.2 Discusses with peers

G.5 Follows lead by outsiders.

The mean scores of both groups were very low for the following sub-categories:

E.3 Interacts with superordinates

I.2 Refers to superordinates

A.6 Gives information to superordinates

B.2 Discusses with peers

G.5 Follows lead by outsiders.

The high Standard Deviations associated with the scores of the close climate group indicate a wide dispersal of the scores of this group about the mean.

Since significant differences between the two groups were discovered Hypothesis I.1 was confirmed.

Sub-problem 2

This research sub-problem related to the administrative behavior of school administrators in an innovation and initiative climate and in an adherence to rules and precedents climate, and was stated as follows:

> Will school administrators in an innovation and initiative climate behave differently from school administrators in an adherence to rules and precedents climate?

Findings for Hypothesis 2.1

> Hypothesis 2.1. That the behavior of school administrators in an innovation and initiative climate will be significantly different from the behavior of school administrators in an adherence to rules and precedents climate.

Table 10 shows that significant differences between the two groups were found only on the following sub-categories:

B.2 Discusses with peers

B.3 Discusses with superordinates

C.3 Follows lead by superordinates.

The adherence to rules and precedents group had a lower mean score than the innovation and initiative group on the first sub-category mentioned above, and higher mean scores on the other two sub-categories. In all cases, however, the scores of both groups were very low.

Hypothesis 2.1 was confirmed to this very limited extent.

Sub-problem 3

This sub-problem was concerned with the behavior of school administrators in compatible climates and in incompatible climates and was stated thus:

TABLE 10

Tests of Significance of the Differences in the Mean Scores of School Administrators in an Innovation and Initiative Climate and the Mean Scores of School Administrators in an Adherence to Rules and Precedents Climate on the In-Basket Test (Pilot Study)
(N = 40)

| Behavior | Innovation & Initiative Climate Mean Score | Adherence to Rules & Precedents Climate Mean Scores | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| B.2 Discusses with peers | 1.05 | 0.25 | 1.47 | 0.44 | 22.45 | 2.333 | 0.0290 |
| B.3 Discusses with superordinates | 0.75 | 1.50 | 0.91 | 1.36 | 33.22 | -2.052 | 0.0480 |
| C.3 Follows lead by superordinates | 0.05 | 0.45 | 0.22 | 0.76 | 22.27 | -2.260 | 0.0339 |

[a] Adjusted by the Welch modification.

[b] t values modified by the Welch t-prime test.

Will school administrators in compatible climates behave differently from school administrators in incompatible climates?

Findings for Hypothesis 3.1

Hypothesis 3.1. That the behavior of school administrators in compatible climates will be significantly different from the behavior of school administrators in incompatible climates.

Table 11 indicates that significant differences between the two groups were discovered on the following major categories:

D. Analysing the Situation

F. Organizing Work.

The incompatible climates group had higher mean scores than the compatible climates group on both categories. The scores of the former group were widely dispersed about the mean.

Significant differences between the groups on behavior sub-categories were confined to the following two sub-categories:

D.1 Perceives major problem

F.9 Makes final plans.

Scores on both sub-categories in both groups were relatively low, and scores tended to be widely dispersed.

Limited support was found for Hypothesis 3.1.

Sub-problem 4

The concern in this sub-problem was with the administrative behavior of task oriented and relationship oriented school administrators. It was stated as follows:

Will task oriented school administrators behave differently from relationship oriented school administrators in different organizational climates?

Six research hypotheses were derived from this sub-problem.

TABLE 11

Tests of Significance of the Differences in the Mean Scores of School Administrators in Compatible Climates and the Mean Scores of School Administrators in Incompatible Climates on the In-Basket Test (Pilot Study)
(N = 40)

| Behavior | Compatible Climate Mean Score | Incompatible Climate Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| D. Analysing the Situation | 11.30 | 16.45 | 5.89 | 8.86 | 33.03 | -2.165 | 0.0377 |
| F. Organizing Work | 24.80 | 36.45 | 10.39 | 16.80 | 31.68 | -2.637 | 0.0128 |
| Sub-categories | | | | | | | |
| D.1 Perceives major problem | 5.30 | 8.05 | 3.34 | 4.44 | 35.29 | -2.212 | 0.0335 |
| F.9 Makes final plans | 3.35 | 9.40 | 4.40 | 5.27 | 36.85 | -3.941 | 0.0003 |

[a] Adjusted by the Welch modification.

[b] t values modified by the Welch t-prime test.

Findings for Hypotheses 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Hypothesis 4.1. That in a permissive supervision climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.2. That in a close supervision climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.3. That in an innovation and initiative climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.4. That in an adherence to rules and precedents climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.5. That in compatible climates task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.6. That in incompatible climates task oriented school administrators will behave significantly differently from relationship oriented school administrators.

No significant differences between the mean scores of the two groups emerged. Therefore Hypotheses 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 were not confirmed.

Qualification of Findings: Sub-problem 4

Though it had been hypothesized that the administrative behavior of task oriented school administrators and relationship oriented school administrators would be significantly different in the several organizational climates, the data did not support this hypothesis. No significant differences were detected in either the major categories of administrative behavior or the sub-categories.

It is possible that these findings accurately reflect the

administrative behavior patterns of these kinds of school administrators. However, another possibility emerges when one examines the subjects' LPC scores (Table 12).

TABLE 12

Least Preferred Co-Worker Scores—Pilot Study

| | | | |
|---|---|---|---|
| 24 | 49 | 58 | 68 |
| 31 | 51 | 59 | 69 |
| 32 | 51 | 60 | 71 |
| 33 | 52 | 62 | 72 |
| 40 | 53 | 63 | 74 |
| 40 | 53 | 65 | 74 |
| 43 | 54 | 66 | 76 |
| 46 | 56 | 66 | 76 |
| 46 | 56 | 67 | 77 |
| 48 | 58 | 68 | 96 |

Although for the purpose of partitioning the sample and in accord with previous studies, those scores up to the median score were termed low LPC scores and those above the median were termed high LPC scores, only one score was greater than 77. It might reasonably be argued, then, that the great majority of scores are in effect low LPC scores so that it is possible that both experimental groups could be considered to be composed of task oriented school administrators. If this were the case then one would expect that no significant differences would emerge.

Sub-problem 5

The fifth research sub-problem was concerned with the administrative behavior of older school administrators and that of younger school administrators in different organizational climates, and was presented as follows:

Will older school administrators behave differently from younger school administrators in different organizational climates?

From this sub-problem six research hypotheses were derived.

Findings for Hypotheses 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Hypothesis 5.1. That in a permissive supervision climate older school administrators will behave significantly differently from younger school administrators.

No significant differences were detected between the groups. Therefore the hypothesis was not confirmed.

Hypothesis 5.2. That in a close supervision climate older school administrators will behave significantly differently from younger school administrators.

Significant differences between the groups were found on the major category C. Complying with Suggestions and on the sub-categories:

A.1 Asks for information from subordinates

C.1 Follows lead by subordinates

F.4 Delegates completely

G.3 Explains actions to outsiders (Table 13).

The younger group had higher mean scores on the major category and on the four sub-categories. Scores for both groups tended to be relatively low, with both groups scoring very low on F.4 Delegates completely.

Limited support was found for the hypothesis.

Hypothesis 5.3. That in an innovation and initiative climate older school administrators will behave significantly differently from younger school administrators.

No significant differences were found. Therefore the hypothesis was not confirmed.

TABLE 13

Tests of Significance of the Differences in the Mean Scores of Older School Administrators and the Mean Scores of Younger School Administrators in a Close Supervision Climate on the In-Basket Test (Pilot Study)
(N = 20)

| Behavior | Older Administrators Mean Score | Younger Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| C. Complying with Suggestions | 3.17 | 5.00 | 1.33 | 1.84 | 13.17 | -2.504 | 0.0262 |
| Sub-categories | | | | | | | |
| A.1 Asks for information from subordinates | 3.00 | 5.86 | 1.26 | 2.93 | 17.94 | -3.045 | 0.0069 |
| C.1 Follows lead by subordinates | 2.50 | 4.71 | 1.22 | 1.98 | 15.15 | -3.043 | 0.0081 |
| F.4 Delegates completely | 0.33 | 2.86 | 0.52 | 2.14 | 16.00 | -4.135 | 0.0007 |
| G.3 Explains actions to outsiders | 2.67 | 6.36 | 2.50 | 3.75 | 14.21 | -2.577 | 0.0217 |

[a] Adjusted by the Welch modification.
[b] t values modified by the Welch t-prime test.

Hypothesis 5.4. That in an adherence to rules and precedents climate older school administrators will behave significantly differently from younger school administrators.

No significant differences emerged. Therefore the hypothesis was not confirmed.

Hypothesis 5.5. That in compatible climates older school administrators will behave significantly differently from younger school administrators.

A significant difference between the mean scores of the groups was found only on the sub-category F.4 Delegates completely. (Table 14)

The mean score for the younger group was higher than the mean score for the older group. The scores of both groups were widely dispersed and were very low.

Very limited support was found for this hypothesis.

Hypothesis 5.6. That in incompatible climates older school administrators will behave significantly differently from younger school administrators.

No significant differences were found. Therefore the hypothesis was not confirmed.

Sub-problem 6

This sub-problem related to the administrative behavior of experienced school administrators and less experienced administrators and was formulated as follows:

Will experienced school administrators behave differently from less experienced school administrators in different organizational climates?

Six hypotheses were derived from the sub-problem.

TABLE 14

Tests of Significance of the Differences in the Mean Scores of Older School Administrators and the Mean Scores of Younger School Administrators in Compatible Climates on the In-Basket Test (Pilot Study)
(N = 20)

| Behavior | Older Administrators Mean Score | Younger Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| F.4 Delegates completely | 0.57 | 2.15 | 0.79 | 1.68 | 17.85 | -2.868 | 0.0102 |

[a]Adjusted by the Welch modification.

[b]t values modified by the Welch t-prime test.

Findings for Hypotheses 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Hypothesis 6.1. That in a permissive supervision climate experienced school administrators will behave significantly differently from less experienced school administrators.

Hypothesis 6.2. That in a close supervision climate experienced school administrators will behave significantly differently from less experienced school administrators.

Hypothesis 6.3. That in an innovation and initiative climate experienced school administrators will behave significantly differently from less experienced school administrators.

Hypothesis 6.4. That in an adherence to rules and precedents climate experienced school administrators will behave significantly differently from less experienced school administrators.

Hypothesis 6.5. That in compatible climates experienced school administrators will behave significantly differently from less experienced school administrators.

Hypothesis 6.6. That in incompatible climates experienced school administrators will behave significantly differently from less experienced school administrators.

No significant differences between the mean scores of the groups emerged. Therefore Hypotheses 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 were not confirmed.

Sub-problem 7

This sub-problem was concerned with possible differences in the administrative behavior of those administrators with considerable formal preparation in educational administration and those with little formal preparation in educational administration.

It was stated as follows:

Will school administrators with considerable formal preparation in educational administration behave significantly differently from school administrators who have little formal preparation in educational administration?

Again, six hypotheses were derived.

Findings for Hypotheses 7.1, 7.2, 7.3, 7.4, 7.5, 7.6

Hypothesis 7.1. That in a permissive supervision climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Table 15 indicates that significant differences were found only on two sub-categories:

A.3 Asks for information from superordinates

B.3 Discusses with superordinates.

However, mean scores for both groups were very low.

Very limited support was found for the hypothesis.

Hypothesis 7.2. That in a close supervision climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

No significant differences were found. Therefore this hypothesis was not confirmed.

Hypothesis 7.3. That in an innovation and initiative climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Significant differences between the groups were found on the following major categories:

E. Maintaining Relationships

F. Organizing Work

and on the following sub-categories:

A.11 Communicates by writing

TABLE 15

Tests of Significance of the Differences in the Mean Scores on the In-Basket Test of School Administrators with Considerable Formal Preparation in Educational Administration and the Mean Scores of School Administrators with Little Formal Preparation in Educational Administration (Permissive Supervision Climate) (Pilot Study)
(N = 20)

| Behavior | Considerable Preparation Mean Score | Little Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| A.3 Asks for information from superordinates | 0.20 | 1.27 | 0.45 | 1.22 | 17.58 | -2.854 | 0.0107 |
| B.3 Discusses with superordinates | 0.40 | 1.27 | 0.55 | 0.96 | 12.63 | -2.485 | 0.0278 |

[a] Adjusted by the Welch modification.

[b] t values modified by the Welch t-prime test.

A.12 Communicates by telephone

E.1 Interacts with subordinates

F.4 Delegates completely

F.10 Follows pre-established structure. (Table 16)

In all cases where significant differences were found, the group with considerable formal preparation in educational administration had higher mean scores than the group with little formal preparation in educational administration. Except for the category F. Organizing Work, scores of both groups tended to be low.

Limited support was therefore found for the hypothesis.

Hypothesis 7.4. That in an adherence to rules and precedents climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Significant differences between the groups were found only on the following two sub-categories:

A.4 Gives information to subordinates

G.3 Explains actions to outsiders. (Table 17)

In both cases the group with considerable formal preparation in educational administration had a higher mean score than the group with little formal preparation in educational administration. The scores for both groups on both sub-categories were very low.

Very limited support was found for the hypothesis.

Hypothesis 7.5. That in compatible climates school administrators with considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Significant differences between the groups were found only

TABLE 16

Tests of Significance of The Differences in the Mean Scores on the In-Basket Test of School Administrators with Considerable Formal Preparation in Educational Administration and the Mean Scores of School Administrators with Little Formal Preparation in Educational Administration (Innovation and Initiative Climate) (Pilot Study)
(N = 20)

| Behavior | Considerable Preparation Mean Score | Little Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| E. Maintaining Relationships | 6.50 | 3.92 | 2.33 | 2.27 | 14.90 | 2.452 | 0.0270 |
| F. Organizing Work | 38.63 | 21.83 | 18.92 | 8.01 | 8.69 | 2.372 | 0.0426 |
| Sub-categories | | | | | | | |
| A.11 Communicates by writing | 4.88 | 1.25 | 2.23 | 1.36 | 10.47 | 4.115 | 0.0019 |
| A.12 Communicates by telephone | 4.88 | 2.58 | 2.59 | 1.24 | 9.17 | 2.333 | 0.0440 |

[a]Adjusted by the Welch modification.
[b]t values modified by the Welch t-prime test.

Table 16 (continued)

| Behavior | Considerable Preparation Mean Score | Little Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Sub-categories | | | | | | | |
| E.1 Interacts with subordinates | 6.38 | 3.92 | 2.33 | 2.27 | 14.91 | 2.336 | 0.0338 |
| F.4 Delegates completely | 1.00 | 0.25 | 0.76 | 0.45 | 10.36 | 2.521 | 0.0295 |
| F.10 Follows pre-established structure | 4.00 | 1.58 | 2.56 | 2.07 | 12.84 | 2.228 | 0.0444 |

[a]Adjusted by the Welch modification.

[b]t values modified by the Welch t-prime test.

TABLE 17

Tests of Significance of the Differences in the Mean Scores on the In-Basket Test of School Administrators with Considerable Formal Preparation in Educational Administration and the Mean Scores of School Administrators with Little Formal Preparation in Educational Administration (Adherence to Rules and Precedents Climate) (Pilot Study)

| Behavior | Considerable Preparation Mean Score | Little Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| A.4 Gives information to subordinates | 3.57 | 1.62 | 1.27 | 1.45 | 13.88 | 3.124 | 0.0075 |
| G.3 Explains actions to outsiders | 2.43 | 1.23 | 0.53 | 1.09 | 17.95 | 3.290 | 0.0040 |

[a] Adjusted by the Welch modification.

[b] t values modified by the Welch t-prime test.

on one sub-category: F.4 Delegates completely. Scores for both groups were very low. (Table 18)

Very little support was therefore found for the hypothesis.

Hypothesis 7.6. That in incompatible climates school administrators with considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

No significant differences were found. Therefore this hypothesis was not confirmed.

## Main Study Findings

Sub-problem 1. Will school administrators in a permissive supervision climate behave differently from school administrators in a close supervision climate?

### Findings for Hypothesis 1.1

Hypothesis 1.1. That the behavior of school administrators in a permissive supervision climate will be significantly different from the behavior of school administrators in a close supervision climate.

Significant differences between the two groups were found (Table 19). The permissive climate group had higher mean scores on the following major categories.

B. Discussing Possible Action

E. Maintaining Relationships

F. Organizing Work

H. Directing Others.

The close climate group's mean scores were higher than the permissive climate group's mean scores on the major categories:

C. Complying with Suggestions

TABLE 18

Tests of Significance of the Differences in the Mean Scores on the In-Basket Test of School Administrators with Considerable Formal Preparation in Educational Administration and the Mean Scores of School Administrators with Little Formal Preparation in Educational Administration (Compatible Climates) (Pilot Study)

| Behavior | Considerable Preparation Mean Score | Little Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| F.4 Delegates completely | 1.13 | 0.17 | 0.99 | 0.39 | 8.46 | 2.604 | 0.0299 |

[a]Adjusted by the Welch modification.

[b]t values modified by the Welch t-prime test.

TABLE 19

Tests of Significance of the Differences in the Mean Scores of School Administrators in a Permissive Supervision Climate and the Mean Scores of School Administrators in a Close Supervision Climate on the In-Basket Test (Main Study)
(N = 40)

| Behavior | Permissive Climate Mean Score | Close Climate Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| B. Discussing Possible Action | 12.45 | 5.70 | 5.76 | 7.47 | 35.70 | 3.200 | 0.0028 |
| C. Complying with Suggestions | 7.40 | 12.20 | 2.78 | 7.38 | 24.28 | -2.722 | 0.0118 |
| D. Analysing the Situation | 25.70 | 47.45 | 8.69 | 29.63 | 22.25 | -3.150 | 0.0046 |
| E. Maintaining Relationships | 25.25 | 15.50 | 4.10 | 8.85 | 26.81 | 4.471 | 0.0001 |
| F. Organizing Work | 50.80 | 38.75 | 12.45 | 13.66 | 37.68 | 2.916 | 0.0059 |
| H. Directing Others | 18.80 | 11.65 | 2.17 | 6.23 | 23.54 | 4.850 | 0.0006 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

Table 19 (continued)

| Behavior | Permissive Climate Mean Score | Close Climate Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Sub-categories | | | | | | | |
| A.1 Asks for information from subordinates | 9.70 | 4.00 | 4.33 | 3.46 | 36.25 | 4.597 | 0.0000 |
| A.3 Asks for information from superordinates | 2.20 | 3.60 | 1.64 | 2.54 | 32.50 | -2.069 | 0.0465 |
| A.5 Gives information to peers | 0.15 | 0.65 | 0.37 | 0.99 | 24.13 | -2.122 | 0.0443 |
| A.6 Gives information to superordinates | 1.55 | 4.85 | 2.06 | 4.09 | 28.07 | -3.218 | 0.0032 |
| A.10 Communicates face to face | 11.70 | 4.05 | 3.08 | 4.72 | 32.70 | 6.072 | 0.0000 |
| B.1 Discusses with subordinates | 9.80 | 3.65 | 4.02 | 4.13 | 37.97 | 4.770 | 0.0003 |
| C.3 Follows lead by superordinates | 1.35 | 10.05 | 1.39 | 9.01 | 19.90 | -4.267 | 0.0003 |
| D.1 Perceives major problems | 12.75 | 39.30 | 4.36 | 31.54 | 19.73 | -3.729 | 0.0013 |

[a] Adjusted by Welch modification.
[b] t values modified by the Welch t-prime test.

Table 19 (continued)

| Behavior | Permissive Climate Mean Score | Close Climate Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Sub-categories | | | | | | | |
| D.2 Avoids unwarranted assumptions | 12.95 | 8.15 | 4.82 | 4.46 | 37.99 | 3.377 | 0.0017 |
| E.1 Interacts with subordinates | 7.80 | 2.85 | 2.75 | 3.45 | 36.16 | 5.018 | 0.0000 |
| E.3 Interacts with superordinates | 0.15 | 2.55 | 0.37 | 2.93 | 19.59 | -3.637 | 0.0016 |
| F.9 Makes final plans | 15.10 | 9.65 | 4.59 | 3.90 | 37.03 | 4.049 | 0.0002 |
| H.1 Gives directions or suggestions | 8.95 | 3.45 | 4.31 | 3.94 | 37.70 | 4.212 | 0.0001 |
| I.1 Involves sub-ordinates in decision making | 7.95 | 3.55 | 3.91 | 3.27 | 36.83 | 3.859 | 0.0004 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

D. Analysing the Situation.

The scores of the close climate group tended to be widely dispersed on all these categories.

Of the two groups, the permissive climate group had higher mean scores on the following sub-categories:

A.1 Asks for information from subordinates

A.10 Communicates face to face

B.1 Discusses with subordinates

D.2 Avoids unwarranted assumptions

E.1 Interacts with subordinates

F.9 Makes final plans

H.1 Gives directions or suggestions.

The close climate group had higher mean scores than the permissive climate group on the following sub-categories:

A.3 Asks for information from superordinates

A.5 Gives information to peers

A.6 Gives information to superordinates

C.3 Follows lead by superordinates

D.1 Perceives major problem

E.3 Interacts with superordinates

The mean scores of both groups were very low on the sub-categories:

A.3 Asks for information from superordinates

A.5 Gives information to peers

A.6 Gives information to superordinates

E.3 Interacts with superordinates.

The scores of both groups tended to be widely dispersed on

the sub-categories A.6, C.3, E.3, while the scores of the close climate group tended to be widely dispersed in all sub-categories.

Since significant differences were found, the hypothesis was confirmed.

Sub-problem 2. Will school administrators in an innovation and initiative climate behave differently from school administrators in an adherence to rules and principals climate?

Findings for Hypothesis 2.1

Hypothesis 2.1. That the behavior of school administrators in an innovation and initiative climate will be significantly different from the behavior of school administrators in an adherence to rules and precedents climate.

Table 20 indicates that significant differences were found only on the following sub-categories:

F.7 Plans follow-up or feedback

F.10 Follows pre-established structure

H.1 Gives directions or suggestions.

The mean scores of the adherence to rules and precedents group were higher on all three sub-categories though differences between the mean scores of the two groups were not great.

Only very limited support was obtained for this hypothesis.

Sub-problem 3. Will school administrators in compatible climates behave differently from school administrators in incompatible climates?

Findings for Hypothesis 3.1

Hypothesis 3.1. That the behavior of school administrators in compatible climates will be significantly different from the behavior of school administrators in incompatible climates.

A number of significant differences between the mean scores

TABLE 20

Tests of Significance of the Differences in the Mean Scores of School Administrators in an Innovation and Initiative Climate and the Mean Scores of School Administrators in an Adherence to Rules and Precedents Climate on the In-Basket Test (Main Study)
(N = 40)

| Behavior | Innovation and Initiative Climate Mean Score | Adherence to Rules & Precedents Climate Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| F.7 Plans follow-up or feedback | 5.00 | 7.75 | 3.20 | 3.04 | 37.91 | -2.788 | 0.0082 |
| F.10 Follows pre-established structure | 6.35 | 8.75 | 2.96 | 3.54 | 36.86 | -2.327 | 0.0255 |
| H.1 Gives directions or suggestions | 5.70 | 8.85 | 3.31 | 3.80 | 37.30 | -2.795 | 0.0081 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

of the groups were found. (Table 21)

The compatible climates group had higher mean scores than the incompatible climates group on the following major categories:

B. Discussing Before Acting

E. Maintaining Relationships

G. Responding to Outsiders.

The latter group had higher mean scores than the former group on the following major categories:

D. Analysing the Situation

F. Organizing Work

H. Directing Others.

The scores of the compatible climates group tended to be widely dispersed, particularly on categories B, D, F, G and H.

Higher mean scores were obtained by the compatible climates group on the following sub-categories:

B.2 Discusses with peers

F.3 Schedules action, no time specified

G.3 Explains actions to outsiders

G.4 Discusses with outsiders

G.5 Follows lead by outsiders

while the incompatible climates group obtained higher mean scores on the following sub-categories:

D.2 Avoids unwarranted assumptions

E.1 Interacts with subordinates

F.7 Plans follow-up or feedback

F.8 Makes tentative plans only

F.9 Makes final plans

TABLE 21

Tests of Significance of the Differences in the Mean Scores of School Administrators in Compatible Climates and the Mean Scores of School Administrators in Incompatible Climates on the In-Basket Test (Main Study)
(N = 40)

| Behavior | Compatible Climates Mean Score | Incompatible Climates Mean Score | S. Dev. 1 | St. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| B. Discussing Before Acting | 18.15 | 11.30 | 9.49 | 4.21 | 26.91 | 2.952 | 0.0065 |
| D. Analysing the Situation | 15.50 | 23.65 | 12.21 | 9.52 | 35.87 | -2.354 | 0.0241 |
| E. Maintaining Relationships | 32.00 | 23.20 | 10.68 | 6.33 | 30.88 | 3.170 | 0.0034 |
| F. Organizing Work | 33.95 | 45.15 | 18.41 | 13.64 | 35.03 | -2.186 | 0.0355 |
| G. Responding to Outsiders | 62.10 | 28.90 | 32.02 | 9.53 | 22.34 | 4.444 | 0.0002 |
| H. Directing Others | 11.20 | 16.30 | 8.48 | 4.32 | 28.24 | -2.398 | 0.0233 |

[a] Adjusted by Welch modification.

[b] t values modified by the Welch t-prime test.

Table 21 (continued)

| Behavior | Compatible Climates Mean Score | Incompatible Climates Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Sub-categories | | | | | | | |
| B.2 Discusses with peers | 4.60 | 0.30 | 4.62 | 0.47 | 19.39 | 4.145 | 0.0005 |
| D.2 Avoids unwarranted assumptions | 7.45 | 12.20 | 6.27 | 4.80 | 35.57 | -2.691 | 0.0107 |
| E.1 Interacts with subordinates | 4.65 | 7.60 | 3.57 | 2.68 | 35.26 | -2.953 | 0.0055 |
| F.3 Schedules action no time specified | 11.75 | 7.50 | 5.70 | 4.35 | 35.51 | 2.651 | 0.0119 |
| F.7 Plans follow-up or feedback | 2.40 | 6.75 | 3.76 | 2.73 | 34.68 | -4.185 | 0.0001 |
| F.8 Makes tentative plans only | 0.15 | 0.70 | 0.37 | 1.13 | 22.96 | -2.073 | 0.0495 |
| F.9 Makes final plans | 8.20 | 13.05 | 8.67 | 4.84 | 29.79 | -2.184 | 0.0369 |
| G.3 Explains actions to outsiders | 10.30 | 1.90 | 8.81 | 1.68 | 20.38 | 4.189 | 0.0004 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

Table 21 (continued)

| Behavior | Compatible Climates Mean Score | Incompatible Climates Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Sub-categories | | | | | | | |
| G.4 Discusses with outsiders | 36.90 | 3.05 | 36.44 | 1.76 | 19.09 | 4.150 | 0.0005 |
| G.5 Follows lead by outsiders | 4.80 | 1.70 | 2.93 | 1.42 | 27.43 | 4.258 | 0.0002 |
| H.1 Gives directions or suggestions | 4.90 | 7.65 | 4.20 | 4.30 | 37.98 | -2.046 | 0.0477 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

H.1 Gives directions or suggestions.

Again, scores of the compatible climates group tended to be very widely dispersed. The scores of the incompatible group were widely dispersed on sub-categories B.2, F.3, F.8, G.3, G.4, G.5 and H.1

Both groups had very low mean scores on sub-categories B.2, F.8 and G.5.

Significant differences were found. Therefore the hypothesis was confirmed.

Sub-problem 4. Will task oriented school administrators behave differently from relationship oriented school administrators in different organizational climates?

Findings for Hypotheses 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Hypothesis 4.1. That in a permissive supervision climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.2. That in a close supervision climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.3. That in an innovation and initiative climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.4. That in an adherence to rules and precedents climate task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.5. That in compatible climates task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Hypothesis 4.6. That in incompatible climates task oriented school administrators will behave significantly differently from relationship oriented school administrators.

Significant differences were found only on one sub-category for hypothesis 4.1 and on one major category for hypothesis 4.2. (Tables 22, 23)

In a permissive supervision climate the relationship oriented group had a higher mean score than the task oriented group on sub-category F.3 Schedules action no time specified.

In a close supervision climate the task oriented group revealed a higher mean score than the relationship oriented group on the major category E. Maintaining Relationships.

Very little support was therefore obtained for Hypotheses 4.1 and 4.2

No significant differences were found for Hypotheses 4.3, 4.4, 4.5 and 4.6. These hypotheses were therefore not confirmed.

Qualification of Findings: Sub-problem 4

A similar qualification as that proposed for sub-problem 4 in the pilot study must also be noted here. Table 24 shows the Least Preferred Co-worker scores for main study respondents.

It might be argued that the great majority of the scores might be termed low LPC scores and that therefore in effect both groups were composed of task-oriented school administrators. As mentioned in the pilot study findings, if this were the case one would expect that the likelihood of significant differences emerging would be remote. If significant differences did emerge they may not be attributable to the relationship or task orientation of the subjects.

TABLE 22

Tests of Significance of the Differences in the Mean Scores of Relationship Oriented School Administrators and the Mean Scores of Task Oriented School Administrators in a Permissive Supervision Climate on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Relationship Oriented Administrators Mean Score | Task Oriented Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| F. 3 Schedules action no time specified | 10.38 | 5.75 | 1.06 | 3.65 | 13.62 | 4.139 | 0.0010 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

TABLE 23

Tests of Significance of the Differences in the Mean Scores of Relationship Oriented School Administrators and the Mean Scores of Task Oriented School Administrators in a Close Supervision Climate on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Relationship Oriented Administrators Mean Score | Task Oriented Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| E. Maintaining Relationships | 18.00 | 25.44 | 5.51 | 6.06 | 16.46 | -2.844 | 0.0114 |
| Sub-categories | | | | | | | |
| No significant differences | | | | | | | |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

TABLE 24

Least Preferred Co-worker Scores—Main Study

| | | | |
|---|---|---|---|
| 16 | 41 | 52 | 69 |
| 16 | 41 | 53 | 70 |
| 30 | 42 | 53 | 73 |
| 33 | 42 | 54 | 75 |
| 34 | 46 | 57 | 75 |
| 35 | 48 | 59 | 77 |
| 37 | 49 | 59 | 83 |
| 38 | 49 | 62 | 87 |
| 39 | 51 | 67 | 95 |
| 39 | 52 | 68 | 102 |

Sub-problem 5. Will older school administrators behave differently from younger school administrators in different organizational climates?

Findings for Hypotheses 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Hypothesis 5.1. That in a permissive supervision climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.2. That in a close supervision climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.3. That in an innovation and initiative climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.4. That in an adherence to rules and precedents climate older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.5. That in compatible climates older school administrators will behave significantly differently from younger school administrators.

Hypothesis 5.6. That in incompatible climates older school administrators will behave significantly differently from younger school administrators.

Very few significant differences were found. The groups differed significantly on the major category E. Maintaining Relationships (Hypothesis 5.1), with the younger group recording a higher mean score than the mean score for the older group. (Table 25)

Significant differences were found between groups on the major categories E. Maintaining Relationships and H. Directing Others (Hypothesis 5.3). On both of these categories the mean score of the younger group was higher than the mean score of the older group. (Table 26)

Very limited confirmation of Hypotheses 5.1 and 5.3 was therefore obtained.

No significant differences were detected for Hypotheses 5.2,

TABLE 25

Tests of Significance of the Differences in the Mean Scores of Older School Administrators and the Mean Scores of Younger School Administrators in a Permissive Supervision Climate on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Older Administrators Mean Score | Younger Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| E. Maintaining Relationships | 22.00 | 26.33 | 3.39 | 3.81 | 7.69 | -2.397 | 0.0446 |
| Sub-categories | | | | | | | |
| No significant differences | | | | | | | |

[a] Adjusted by Welch modification.

[b] t values modified by the Welch t-prime test.

TABLE 26

Tests of Significance of the Differences in the Mean Scores of Older School Administrators and the Mean Scores of Younger School Administrators in an Innovation and Initiative Climate on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Older Administrators Mean Score | Younger Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| E. Maintaining Relationships | 19.00 | 25.23 | 5.89 | 5.21 | 11.14 | -2.348 | 0.0383 |
| H. Directing Others | 13.14 | 18.15 | 4.26 | 3.53 | 10.54 | -2.659 | 0.0229 |
| Sub-categories | | | | | | | |
| No significant differences | | | | | | | |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

5.4, 5.5 and 5.6. Therefore these hypotheses were not confirmed.

Sub-problem 6. Will experienced school administrators behave differently from less experienced school administrators in different organizational climates?

Findings for Hypotheses 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Hypothesis 6.1. That in a permissive supervision climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.2. That in a close supervision climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.3. That in an innovation and initiative climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.4. That in an adherence to rules and precedents climate experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.5. That in compatible climates experienced administrators will behave significantly differently from less experienced administrators.

Hypothesis 6.6. That in incompatible climates experienced administrators will behave significantly differently from less experienced administrators.

No significant differences were found for Hypotheses 6.1 and 6.3. These hypotheses were not confirmed.

Table 27 indicates that the group of less experienced school administrators had higher mean scores than the group of experienced school administrators on the major category H. Directing Others and on the sub-category A.10 Communicates face to face (Hypothesis 6.2).

Only limited support was therefore obtained for the hypothesis.

TABLE 27

Tests of Significance of the Differences in the Mean Scores of Experienced School Administrators and the Mean Scores of Less Experienced School Administrators in a Close Supervision Climate on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Experienced Administrators Mean Score | Less Experienced Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| H. Directing Others | 13.67 | 18.40 | 4.39 | 3.58 | 8.41 | -2.415 | 0.0407 |
| Sub-categories | | | | | | | |
| A10. Communicates face to face | 7.07 | 10.60 | 2.84 | 1.52 | 13.53 | -3.537 | 0.0034 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

Table 28 shows that the less experienced group had higher mean scores on the major categories A. Exchanging Information and B. Discussing Possible Action and on the sub-category A.10 Communicates face to face (Hypothesis 6.4).

Only limited support for this hypothesis was obtained.

Limited support was also obtained for Hypotheses 6.5 and 6.6.

Significant differences emerged on sub-categories A.5 Gives information to peers, D.2 Avoids unwarranted assumptions and G.3 Explains actions to outsiders (Hypothesis 6.5). The mean scores were higher for the experienced group on sub-categories D.2 and G.3 and for the less experienced group on sub-category A.5. Scores for both groups were very low on A.5 and G.3. (Table 29)

The testing of Hypothesis 6.6 revealed significant differences between the groups on major category B. Discussing Possible Action and on the following sub-categories:

A.1 Asks for information from subordinates

A.10 Communicates face to face

A.12 Communicates by telephone

B.1 Discusses with subordinates. (Table 30)

The less experienced group had higher mean scores on all of the above sub-categories and on category B. Scores of the experienced group tended to be widely dispersed on sub-categories A.1 and A.10.

Sub-problem 7. Will school administrators with considerable formal preparation in educational administration behave differently from school administrators who have little formal preparation in educational administration?

TABLE 28

Tests of Significance of the Differences in the Mean Scores of Experienced School Administrators and the Mean Scores of Less Experienced School Administrators in an Adherence to Rules and Precedents Climate on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Experienced Administrators Mean Score | Less Experienced Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| A. Exchanging Information | 37.92 | 59.88 | 17.42 | 23.67 | 11.97 | -2.249 | 0.0441 |
| B. Discussing Possible Action | 9.92 | 15.88 | 3.65 | 6.29 | 10.18 | -2.421 | 0.0356 |
| Sub-categories | | | | | | | |
| A.10 Communicates face to face | 8.42 | 12.00 | 4.19 | 2.39 | 17.73 | -2.429 | 0.0260 |

[a] Adjusted by Welch modification.

[b] t values modified by the Welch t-prime test.

TABLE 29

Tests of Significance of the Differences in the Mean Scores of Experienced School Administrators and the Mean Scores of Less Experienced School Administrators in Compatible Climates on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Experienced Administrators Mean Score | Less Experienced Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| A.5 Gives information to peers | 0.06 | 1.67 | 0.24 | 0.58 | 2.13 | -4.750 | 0.0368 |
| D.2 Avoids unwarranted assumptions | 12.47 | 8.00 | 3.83 | 1.00 | 14.00 | 4.090 | 0.0011 |
| G.3 Explains actions to outsiders | 3.00 | 1.67 | 2.00 | 0.58 | 12.46 | 2.265 | 0.0420 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

TABLE 30

Tests of Significance of the Differences in the Mean Scores of Experienced School Administrators and the Mean Scores of Less Experienced School Administrators in Incompatible Climates on the In-Basket Test (Main Study)
(N = 20)

| Behavior | Experienced Administrators Mean Score | Less Experienced Administrators Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | P (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| B. Discussing Possible Action | 34.27 | 48.11 | 14.92 | 16.96 | 17.32 | -2.282 | 0.0354 |
| Sub-categories | | | | | | | |
| A.1 Asks for information from subordinates | 6.36 | 11.00 | 3.91 | 4.39 | 16.27 | -2.469 | 0.0249 |
| A.10 Communicates face to face | 7.91 | 11.89 | 4.06 | 2.26 | 16.12 | -2.768 | 0.0136 |
| A.12 Communicates by telephone | 4.00 | 7.67 | 1.61 | 3.35 | 11.00 | -3.008 | 0.0119 |
| B.1 Discusses with subordinates | 7.36 | 11.00 | 2.34 | 2.35 | 17.19 | -3.456 | 0.0029 |

[a]Adjusted by Welch modification.
[b]t values modified by the Welch t-prime test.

Findings for Hypotheses 7.1, 7.2, 7.3, 7.4, 7.5, 7.6

Hypothesis 7.1. That in a permissive supervision climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.2. That in a close supervision climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.3. That in an innovation and initiative climate school administrators who have considerable preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.4. That in an adherence to rules and precedents climate school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.5. That in compatible climates school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

Hypothesis 7.6. That in incompatible climates school administrators who have considerable formal preparation in educational administration will behave significantly differently from school administrators who have little formal preparation in educational administration.

No significant differences were found for Hypotheses 7.1, 7.2 and 7.5. These hypotheses were therefore not confirmed.

Table 31 shows that on the sub-categories:

A.11 Communicates by writing

F.2 Schedules action for same or next week

G.5 Follows lead by outsiders

TABLE 31

Tests of Significance of the Differences in the Mean Scores on the In-Basket Test of School Administrators with Considerable Formal Preparation in Educational Administration and the Mean Scores of School Administrators with Little Formal Preparation in Educational Administration (Innovation and Initiative Climate) (Main Study)
(N = 20)

| Behavior | Considerable Formal Preparation Mean Score | Little Formal Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| A.11 Communicates by writing | 6.09 | 2.89 | 2.47 | 3.48 | 14.04 | 2.323 | 0.0356 |
| F.2 Schedules action for same or next week | 7.00 | 3.89 | 3.16 | 3.14 | 17.27 | 2.197 | 0.0419 |
| G.5 Follows lead by outsiders | 3.36 | 1.44 | 1.36 | 1.13 | 17.99 | 3.444 | 0.0029 |
| I.3 Decides unilaterally | 10.36 | 5.56 | 4.01 | 1.88 | 14.76 | 3.534 | 0.0030 |

[a]Adjusted by Welch modification.

[b]t values modified by the Welch t-prime test.

I.3 Decides unilaterally

significant differences were found and that the group with considerable formal preparation in educational administration had higher mean scores than the scores of the other group. Scores of the latter group were well dispersed on sub-categories A.11, F.2 and G.5. (Hypothesis 7.3)

Table 32 indicates that significant differences were found on major category A. Exchanging Information and on sub-categories A.4 Gives information to subordinates and A.6 Gives information to superordinates (Hypothesis 7.4).

Scores for both groups tended to be low and widely dispersed on sub-category A.6.

The group with considerable formal preparation in educational administration obtained higher scores than the scores of the second group on category A and on both sub-categories.

There were significant differences between the scores of the two groups on only one sub-category when Hypothesis 7.6 was tested.

The group with little formal preparation in educational administration had a higher mean score than the group with considerable formal preparation in educational administration on sub-category A.1 Asks for information from subordinates (Table 33). The scores of the latter group were widely dispersed.

Only very limited support was obtained for Hypotheses 7.3, 7.4 and 7.6.

TABLE 32

Tests of Significance of the Differences in the Mean Scores on the In-Basket Test of School Administrators with Considerable Formal Preparation in Educational Administration and the Mean Scores of School Administrators with Little Formal Preparation in Educational Administration (Adherence to Rules and Precedents Climate) (Main Study)
(N = 20)

| Behavior | Considerable Formal Preparation Mean Score | Little Formal Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| A. Exchanging Information | 61.00 | 37.17 | 24.49 | 15.53 | 10.76 | 2.445 | 0.0330 |
| Sub-categories | | | | | | | |
| A.4 Gives information to subordinates | 8.50 | 6.33 | 4.34 | 2.35 | 12.55 | 3.326 | 0.0057 |
| A.6 Gives information to superordinates | 5.00 | 1.25 | 4.38 | 1.48 | 8.09 | 2.336 | 0.0473 |

[a]Adjusted by Welch modification

[b]t values modified by the Welch t-prime test.

TABLE 33

Tests of Significance of the Differences in the Mean Scores on the In-Basket Test of School Administrators with Considerable Formal Preparation in Educational Administration and the Mean Scores of School Administrators with Little Formal Preparation in Educational Administration (Incompatible Climates) (Main Study)
(N = 20)

| Behavior | Considerable Formal Preparation Mean Score | Little Formal Preparation Mean Score | S. Dev. 1 | S. Dev. 2 | d.f.[a] | t[b] | p (two-tail) |
|---|---|---|---|---|---|---|---|
| Major Categories | | | | | | | |
| No significant differences | | | | | | | |
| Sub-categories | | | | | | | |
| A.1 Asks for information from subordinates | 6.18 | 11.22 | 4.40 | 3.42 | 17.97 | -2.882 | 0.0099 |

[a] Adjusted by Welch modification.

[b] t values modified by the Welch t-prime test.

Mean Number of Items Attempted

Table 34 indicates the mean number of items attempted by the four groups of subjects (A, B, C and D) in the pilot study and in the main study.

In the pilot study the highest mean score was obtained by Group C, followed in order by the scores of Group A and Group D. Group B registered the lowest mean score.

In the main study Group A obtained the highest mean score, followed in order by the scores of Group C and Group D. Group B recorded the lowest mean score.

## IV. SUMMARY

Details of the samples of school administrators who participated in the pilot study and the main study were provided.

The findings for the twenty-seven hypotheses set out for the study were presented. The findings for the pilot study were presented first, followed by the findings for the main study.

An analysis of the findings for the hypotheses of the pilot study revealed confirmation for Hypothesis 1.1, and limited support for Hypotheses 3.1, 5.2 and 7.3. Very limited support was noted for Hypotheses 2.1, 5.5, 7.1, 7.4 and 7.5. Hypotheses 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.4, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.2 and 7.6 were not confirmed.

An analysis of the findings for the hypotheses of the main study demonstrated confirmation for Hypotheses 1.1 and 3.1, and only limited support for Hypotheses 6.2, 6.4, 6.5 and 6.6. Very limited

TABLE 34

Mean Number of In-Basket Items Attempted

| | Pilot Study (N = 40) | Main Study (N = 40) |
|---|---|---|
| Group A (Permissive Supervision, Innovation and Initiative) | 12.2 | 18.9 |
| Group B (Close Supervision, Innovation and Initiative) | 9.5 | 12.8 |
| Group C (Permissive Supervision, Adherence to Rules and Precedents) | 15.0 | 18.7 |
| Group D (Close Supervision, Adherence to Rules and Precedents) | 12.0 | 15.8 |
| Total possible items | 20 | 20 |

support was obtained for Hypotheses 2.1, 4.1, 4.2, 5.1, 5.3, 7.3, 7.4 and 7.6. Hypotheses 4.3, 4.4, 4.5, 4.6, 5.2, 5.4, 5.5, 5.6, 7.1, 7.2 and 7.5 were not confirmed.

The mean number of in-basket items attempted by the groups of subjects in the pilot study and the main study was provided.

In Chapter VII the findings presented in this chapter will be discussed in detail.

# Chapter VII

## DISCUSSION OF FINDINGS

### I. INTRODUCTION

In the previous chapter the findings for the pilot study and the main study were presented separately. In effect, the main study was a replication of the pilot study, using a different sample as a data source. In this chapter the findings for the various sub-problems in both studies are discussed, with emphasis being placed on those tendencies which emerged as common to both studies.

### II. DISCUSSION

#### Sub-problem 1

Will school administrators in a permissive supervision climate behave differently from school administrators in a close supervision climate?

The results of both the pilot study and the main study indicated that there were significant differences in the behavior of school administrators in these two climate types.

#### Major Categories

In both studies, school administrators working in a close supervision climate obtained higher mean scores than school administrators working in a permissive supervision climate on the major categories Complying with Suggestions and Analysing the Situation, and lower mean scores on the category Directing Others.

Both groups had low mean scores on this latter category in the pilot study. The mean score of the permissive climate group on the category Complying with Suggestions tended to be low in both studies.

The scores of both groups tended to be widely dispersed on these three categories in the pilot study, while the scores of the close climate group tended to be well dispersed in the main study.

Sub-categories

The following tendencies were common to both studies:

(i) The close supervision climate groups' mean scores were higher on the sub-categories Follows lead by superordinates, Perceives major problem and Interacts with superordinates. On this last mentioned sub-category the mean scores of both groups were very low. The mean scores of the permissive climate group on the sub-category Follows lead by superordinates were also very low.

(ii) The mean scores of both groups were very low on the sub-category Gives information to superordinates.

Mean scores on the sub-category Discusses with subordinates were higher for the close climate group in the pilot study yet higher for the permissive climate group in the main study. One might speculate that at least a partial explanation for this might be provided by the fact that the sample for the pilot study was more geographically representative than the main study sample which was predominantly metropolitan in composition, though there is no empirical evidence to support this kind of speculation.

Conclusions

Conclusions from the findings for sub-problem 1 might be summarized as follows:

(i) The administrative behavior of school administrators in a permissive supervision climate is significantly different from the behavior of school administrators in a close supervision climate.

(ii) School administrators in a close supervision climate tended to comply with suggestions and to analyse the situation more than school administrators in a permissive supervision climate tended to do.

(iii) School administrators in a permissive supervision climate tended to direct others more than school administrators in a close supervision climate tended to do.

(iv) School administrators in a close supervision climate tended to follow the lead by superordinates more than school administrators in a permissive supervision climate tended to do.

(v) School administrators in a close supervision climate tended to perceive the major problem more than school administrators in a permissive supervision climate tended to do.

(vi) School administrators in a permissive supervision climate tended to follow the lead by superordinates very infrequently.

(vii) School administrators in a close supervision climate and in a permissive supervision climate tended to have very little interaction with superordinates and tended to give information to superordinates to a very limited extent.

## Sub-problem 2

Will school administrators in an innovation and initiative climate behave differently from school administrators in an adherence to rules and precedents climate?

The findings of the pilot study and the main study indicated that there were very few significant differences in the behavior of school administrators in these two climate types. There were no significant differences on the major categories, and, although there was some evidence of significant differences between groups on three sub-categories in each of the studies, mean scores tended to be low and no tendencies toward significant differences common to both studies emerged.

### Conclusions

It might be concluded from the findings that:

(i) There tended to be very few differences between the administrative behavior of school administrators in an innovation and initiative climate and the administrative behavior of school administrators in an adherence to rules and precedents climate.

## Sub-problem 3

Will school administrators in compatible climates behave differently from school administrators in incompatible climates?

### Major Categories

In both studies significant differences between the groups were found on the major categories Analysing the Situation and Organizing Work. The group working in incompatible climates obtained

higher mean scores on both categories. The scores of both groups in the pilot study tended to be fairly widely dispersed, while in the main study the scores of the compatible group were widely scattered.

Significant differences also emerged on the categories Discussing Before Acting (compatible climates group mean higher), Maintaining Relationships (compatible climates group mean higher), Responding to Outsiders (compatible climates group mean higher) and Directing Others (incompatible climates group mean higher). However, these occurred only in the main study.

Sub-categories

In both studies the incompatible climates group obtained a higher mean score on the sub-category Makes final plans on which significant differences were found between the groups. Scores of the compatible climates group in both studies were widely scattered. Scores of both groups were relatively low.

In the main study, though scores on the sub-categories were not high, there were indications that the incompatible climates group tended to avoid unwarranted assumptions, to interact with subordinates and to plan follow-up or feedback to a greater extent than did the compatible climates group, while this latter group tended to discuss with peers, to schedule action with no time specified, and to explain actions to outsiders to a greater extent than did school administrators in incompatible climates.

Conclusions

The following conclusions might be drawn from the findings for

sub-problem 3:

(i) The administrative behavior of school administrators in compatible climates is significantly different from that of school administrators in incompatible climates.

(ii) School administrators in incompatible climates tended to analyse the situation and to organize work more than school administrators in compatible climates.

(iii) There was a tendency for school administrators in incompatible climates to make final plans more than school administrators in compatible climates tended to do.

(iv) There was some limited evidence to suggest that school administrators in compatible climates tended to discuss before acting, to maintain relationships, to respond to outsiders to a greater extent than did school administrators in incompatible climates and to direct others to a lesser extent than did the latter group of school administrators.

Sub-problem 4

Will task oriented school administrators behave differently from relationship oriented school administrators in different organizational climates?

No significant differences common to both studies emerged.

Conclusion

(i) The administrative behavior of task oriented school administrators and that of relationship oriented school administrators in different organizational climates is not significantly different.

However, the strong qualification previously mentioned should

be borne in mind. That is that it could be argued that in both studies task oriented school administrators were heavily predominant in the samples.

Sub-problem 5

Will older school administrators behave differently from younger school administrators in different organizational climates?

No significant differences common to both studies were detected.

In the pilot study there were some indications that in a close supervision climate younger school administrators tended to ask for information from subordinates, to follow the lead by subordinates, to delegate completely and to explain actions to outsiders to a greater extent than did older school administrators. However, the evidence was slight.

In the main study, the findings suggested that in a permissive supervision climate and in an innovation and initiative climate younger school administrators tended to maintain relationships more than older school administrators did. In the latter type of climate younger school administrators directed others to a greater extent than did the older school administrators.

Conclusions

The following conclusions are indicated by the findings:

(i) There were few differences between the administrative behavior of older school administrators and that of younger school administrators in different organizational climates.

(ii) There was some limited evidence to suggest that in a permissive supervision climate and in an innovation and initiative climate younger school administrators tended to be more concerned than older school administrators with maintaining relationships.

(iii) Some limited evidence indicated that in an innovation and initiative climate younger school administrators tended to direct others more than older school administrators did.

Sub-problem 6

Will experienced school administrators behave differently from less experienced school administrators in different organizational climates?

No significant differences that were common to both studies were found.

Findings of the main study suggested that in a close supervision climate less experienced school administrators tended to direct others and to communicate face to face to a greater extent than did the experienced school administrators.

There were also indications in this study that less experienced school administrators exhibited the following behaviors more than did experienced school administrators:

Adherence to Rules and Precedents Climate

(i) Exchanging information

(ii) Discussing possible action

(iii) Communicates face to face.

Incompatible Climates

(i) Discussing possible action

(ii) Asks for information from subordinates

(iii) Communicates face to face

(iv) Communicates by telephone

(v) Discusses with subordinates.

In compatible climates the evidence suggested that the experienced group avoided unwarranted assumptions more often than the less experienced group did.

Since the above findings emerged only in the main study, it is considered that they provide only limited evidence that experienced school administrators behaved differently from less experienced school administrators in different organizational climates.

Conclusions

(i) There is only limited evidence to suggest that experienced school administrators behave differently from less experienced school administrators in different organizational climates.

(ii) There was some limited evidence to suggest that in an adherence to rules and precedents climate less experienced school administrators exchanged information, discussed possible action and communicated face to face to a greater extent than did experienced administrators.

(iii) Limited evidence indicated that in incompatible climates less experienced school administrators tended to discuss possible action, to ask for information from subordinates to communicate face to face, to communicate by telephone and to discuss with subordinates more than experienced administrators did.

(iv) Limited evidence suggested that in compatible climates

experienced school administrators avoided unwarranted assumptions more often than the less experienced school administrators did.

Sub-problem 7

Will school administrators with considerable formal preparation in educational administration behave differently from school administrators who have little formal preparation in educational administration?

Significant differences common to both studies appeared only on the following sub-categories:

Innovation and Initiative Climate

Communicates by writing

Adherence to Rules and Precedents Climate

Gives information to subordinates.

In both cases the group with considerable formal preparation in educational administration obtained higher mean scores. The tendency was for scores to be relatively low.

Some conclusions suggested by pilot study findings are as follows:

(i) In a permissive supervision climate neither group tended to ask for information from superordinates nor to discuss with superordinates.

(ii) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to organize work more than those with little formal preparation in educational administration.

Some conclusions suggested by main study findings are as follows:

(i) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to decide unilaterally more often than did the other group.

(ii) In an adherence to rules and precedents climate school administrators with considerable formal preparation in educational administration tended to exchange information more than those with little formal preparation in educational administration.

(iii) In incompatible climates school administrators with little formal preparation in educational administration tended to ask for information from subordinates more than those with considerable formal preparation in educational administration.

Conclusions

(i) There were few significant differences between the administrative behavior of school administrators with considerable formal preparation in educational administration and the administrative behavior of school administrators with little formal preparation in educational administration.

(ii) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to communicate by writing more than those with little such preparation.

(iii) In an adherence to rules and precedents climate school administrators with considerable formal preparation in educational administration tended to give information to subordinates to a greater extent than did those with little formal preparation in educational administration.

(iv) There was some limited evidence to suggest that in a permissive supervision climate neither those with considerable formal preparation in educational administration nor those with little formal preparation tended to seek information from superordinates nor to discuss with them.

(v) Limited evidence indicated tendencies for school administrators with considerable formal preparation in educational administration to organize work more than those with little formal preparation in educational administration and also to decide unilaterally more than the latter group. These tendencies occurred in an innovation and initiative climate.

(vi) Limited evidence suggested that in an adherence to rules and precedents climate those with considerable preparation in educational administration tended to exchange information more than those with little formal preparation.

(vii) There was limited evidence indicating a tendency in incompatible climates for school administrators with considerable formal preparation in educational administration to ask for information from subordinates more often than those with little formal preparation in educational administration.

## Mean Number of Items Attempted

The data for the mean number of in-basket items attempted by the four groups of subjects A, B, C and D, revealed that in both studies Group D working in a climate characterized by close supervision but where innovation and initiative were encouraged—an

incompatible climate—obtained the lowest mean score.

In both studies Group D working in a climate characterized by close supervision and adherence to rules and precedents obtained the next to lowest mean score.

In both studies the groups working in permissive supervision climates, that is Group A (permissive supervision with encouragement of innovation and initiative) and Group C (permissive supervision with adherence to rules and precedents) obtained the highest and the next to highest mean scores though the order of the two groups' mean scores in the pilot study was C followed by A, and in the main study A followed by C.

Conclusions

(i) There were differences between the mean number of in-basket items attempted by school administrators working in different organizational climates.

(ii) The mean number of in-basket items attempted was highest for school administrators working in permissive supervision climates.

(iii) The mean number of in-basket items attempted was lowest for school administrators working in close supervision climates.

## III. SUMMARY

A discussion of the findings for the sub-problems in the pilot study and the main study was presented. Since the main study was in effect a replication of the pilot study using a different experimental sample, in drawing conclusions from the findings emphasis was placed on those tendencies which were found to be common to both studies.

Conclusions derived from the findings associated with the seven research sub-problems were posited. Where conclusions were drawn from findings from only one of the studies, it was suggested that this provided only limited evidence of the tendencies described in such conclusions.

The following major conclusions were drawn:

(i) The administrative behavior of school administrators in a permissive supervision climate is significantly different from the behavior of school administrators in a close supervision climate.

(ii) School administrators in a close supervision climate tended to comply with suggestions and to analyse the situation more than school administrators in a permissive supervision climate tended to do.

(iii) School administrators in a permissive supervision climate tended to direct others more than school administrators in a close supervision climate tended to do.

(iv) School administrators in a close supervision climate tended to follow the lead by superordinates more than school administrators in a permissive supervision climate tended to do.

(v) School administrators in a close supervision climate tended to perceive the major problem more than school administrators in a permissive supervision climate tended to do.

(vi) School administrators in a permissive supervision climate tended to follow the lead by superordinates very infrequently.

(vii) School administrators in a close supervision climate and in a permissive supervision climate tended to have very little interaction with superordinates and tended to give information to superordinates to a very limited extent.

(viii) There tended to be very few differences between the administrative behavior of school administrators in an innovation and initiative climate and the administrative behavior of school administrators in an adherence to rules and precedents climate.

(ix) The administrative behavior of school administrators in compatible climates is significantly different from that of school administrators in incompatible climates.

(x) School administrators in incompatible climates tended to analyse the situation and to organize work more than school administrators in compatible climates.

(xi) There was a tendency for school administrators in incompatible climates to make final plans more than school administrators in compatible climates tended to do.

(xii) The administrative behavior of task oriented school administrators and that of relationship oriented school administrators in different organizational climates is not significantly different. (This conclusion is subject to strong qualification.)

(xiii) There were few differences between the administrative behavior of older school administrators and that of younger school administrators in different organizational climates.

(xiv) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to decide unilaterally more often than did the other group.

(xv) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to communicate by writing more than those with little such preparation.

(xvi) In an adherence to rules and precedents climate school administrators with considerable formal preparation in educational administration tended to give information to subordinates to a greater extent than did those with little formal preparation in educational administration.

(xvii) There were differences between the mean number of in-basket items attempted by school administrators working in different organizational climates.

(xviii) The mean number of in-basket items attempted was highest for school administrators working in permissive supervision climates.

(xix) The mean number of in-basket items attempted was lowest for school administrators working in close supervision climates.

In addition a number of conclusions for which the findings provided limited support were drawn.

In Chapter VIII entitled Summary, Conclusions and Implications a complete summary of all conclusions will be provided.

# Chapter VIII

## SUMMARY, CONCLUSIONS AND IMPLICATIONS

## I. SUMMARY OF THE STUDY

### The Nature of the Study

This study was designed to investigate the relationships between different kinds of organizational climates and the administrative behavior of school administrators.

A 2 x 2 factorial research design was used. The independent variables were two climate dichotomies: (a) Innovation and Initiative versus Adherence to Rules and Precedents and (b) Permissive Supervision versus Close Supervision. Both variables were scores based on various categories of administrative behavior revealed by the subjects' responses to the items on an In-Basket Test.

### The Conceptual Framework

The theoretical base for the study was composed of two main strands: (i) Organizational Climate and (ii) Administrative Behavior. Theories, conceptualizations and research associated with these two dimensions of the study's underlying theory were discussed. Theory and research relating to leadership styles were also presented, since part of the study was concerned with the administrative behavior of task oriented and relationship oriented school administrators. The development of in-basket tests and their use in research was also discussed, since in this study an in-basket test was used to gather

data about administrative behavior.

## The Major Hypothesis and the Research Hypotheses

In order to test the major hypothesis which suggested that differences in organizational climates would be accompanied by differences in the administrative behavior of school administrators, seven sub-problems were developed. From these sub-problems twenty-seven research hypotheses were generated for testing.

## Instrumentation and Methodology

Instrumentation. Administrative behavior data were gathered by means of an in-basket test containing twenty problems, all of which reflected situations actually encountered by school administrators in the field. Subjects assumed the position of principal of a simulated school, and responded to the in-basket problems as if they were actually on the job. Scores were obtained for nine major categories and for a number of sub-categories of administrative behavior.

Leadership style data were gathered by administering the Least Preferred Co-Worker Scale to participants in the study. Data about subjects' age, position, years of experience and extent of formal training in educational administration were compiled from responses to a Biographical, Position and Professional Data Questionnaire.

## The Experimental Samples and Data Collection

Pilot Study. Data were gathered from forty school administrators who attended the Alberta Leadership Course for School Principals

sponsored by the University of Alberta from July 7-18, 1975. The subjects came from twenty-six districts, divisions or counties throughout Alberta.

Main Study. Data were obtained from forty school administrators who attended a School Administrators' Workshop sponsored by the Greater Edmonton Regional of the Council of School Administration and held on December 5, 1975.

Due to the effects of sub-zero weather and a national postal strike, only eight districts, divisions or counties were represented. The majority of the subjects came from the Edmonton area.

Statistical Treatment. After scorers had completed the scoring of subjects' responses to the in-basket test, the scores were transferred to Data Punching Forms, computer cards were punched and research data decks were generated. Existing computer programs were used in the data analysis.

Statistical techniques employed to test for significant differences were t-tests with the Welch t-prime modification for t-tests of unequal variances and one way analysis of variance.

Reliability coefficients were computed between scores on odd and even numbered in-basket items, yielding results of 0.938 for the pilot study and 0.939 for the main study.

A measure of the validity of the in-basket test was obtained by submitting it to a panel of expert judges.

Throughout the analysis of the data a significance level of .05 was maintained for the acceptance of a research hypothesis.

## II. SUB-PROBLEMS AND CONCLUSIONS

### Sub-Problems

The following sub-problems were developed:

(1) Will school administrators in a permissive supervision climate behave differently from school administrators in a close supervision climate?

(2) Will school administrators in an innovation and intitiative climate behave differently from school administrators in an adherence to rules and precedents climate?

(3) Will school administrators in compatible climates behave differently from school administrators in incompatible climates?

(4) Will task oriented school administrators behave differently from relationship oriented school administrators in different organizational climates?

(5) Will older school administrators behave differently from younger school administrators in different organizational climates?

(6) Will experienced school administrators behave differently from less experienced school administrators in different organizational climates?

(7) Will school administrators with considerable formal preparation in educational administration behave differently from school administrators who have little formal preparation in educational administration?

### Summary of Conclusions

As a result of testing the research hypotheses derived from the seven sub-problems, conclusions were drawn from findings common to both pilot and main studies. These are re-presented here, followed by conclusions drawn from the findings from one or other of the studies but not both. The former group of findings were as follows:

(i) The administrative behavior of school administrators in a permissive supervision climate is significantly different from the behavior of school administrators in a close supervision climate.

(ii) School administrators in a close supervision climate tended to comply with suggestions and to analyse the situation more than school administrators in a permissive supervision

climate tended to do.

(iii) School administrators in a permissive supervision climate tended to direct others more than school administrators in a close supervision climate tended to do.

(iv) School administrators in a close supervision climate tended to follow the lead by superordinates more than school administrators in a permissive supervision climate tended to do.

(v) School administrators in a close supervision climate tended to perceive the major problem more than school administrators in a permissive supervision climate tended to do.

(vi) School administrators in a permissive supervision climate tended to follow the lead by superordinates very infrequently.

(vii) School administrators in a close supervision climate and in a permissive supervision climate tended to have very little interaction with superordinates and tended to give information to superordinates to a very limited extent.

(viii) There tended to be very few differences between the administrative behavior of school administrators in an innovation and initiative climate and the administrative behavior of school administrators in an adherence to rules and precedents climate.

(ix) The administrative behavior of school administrators in compatible climates is significantly different from that of school administrators in incompatible climates.

(x) School administrators in incompatible climates tended to analyse the situation and to organize work more than school administrators in compatible climates.

(xi) There was a tendency for school administrators in incompatible climates to make final plans more than school administrators in compatible climates tended to do.

(xii) The administrative behavior of task oriented school administrators and that of relationship oriented school administrators in different organizational climates is not significantly different. (This conclusion is subject to strong qualification.)

(xiii) There were few differences between the administrative behavior of older school administrators and that of younger school administrators in different organizational climates.

(xiv) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to decide unilaterally more often than did

the other group.

(xv) In an innovation and initiative climate school administrators with considerable formal preparation in educational administration tended to communicate by writing more than those with little such preparation.

(xvi) In an adherence to rules and precedents climate school administrators with considerable formal preparation in educational administration tended to give information to subordinates to a greater extent than did those with little formal preparation in educational administration.

(xvii) There were differences between the mean number of in-basket items attempted by school administrators working in different organizational climates.

(xviii) The mean number of in-basket items attempted was highest for school administrators working in permissive supervision climates.

(xix) The mean number of in-basket items attempted was lowest for school administrators working in close supervision climates.

The conclusions listed below were derived from the findings from either the pilot study or the main study but not both. It was suggested therefore that only limited evidence was found for the presence of the tendencies described in these conclusions.

Such conclusions were as follows:

(i) School administrators in compatible climates tended to discuss before acting, to maintain relationships, to respond to outsiders to a greater extent than did school administrators in incompatible climates and to direct others to a lesser extent than did the latter group of school administrators.

(ii) In a permissive supervision climate and in an innovation and initiative climate younger school administrators tended to be more concerned than older school administrators with maintaining relationships.

(iii) In an innovation and initiative climate younger school administrators tended to direct others more than older school administrators did.

(iv) Experienced school administrators behave differently from less experienced school administrators in different

organizational climates.

(v) In an adherence to rules and precedents climate less experienced school administrators exchanged information, discussed possible action and communicated face to face to a greater extent than did experienced administrators.

(vi) In incompatible climates less experienced school administrators tended to discuss possible action, to ask for information from subordinates, to communicate face to face, to communicate by telephone and to discuss with subordinates more than experienced administrators did.

(vii) In compatible climates experienced school administrators avoided unwarranted assumptions more often than the less experienced school administrators did.

(viii) In a permissive supervision climate neither those with considerable formal preparation in educational administration nor those with little formal preparation tended to seek information from superordinates nor to discuss with them.

(ix) School administrators with considerable formal preparation in educational administration tended to organize work more than those with little formal preparation in educational administration and also to decide unilaterally more than the latter group. These tendencies occurred in an innovation and initiative climate.

(x) In an adherence to rules and precedents climate those with considerable preparation in educational administration tended to exchange information more than those with little formal preparation.

(xi) In incompatible climates school administrators with considerable formal preparation in educational administration tended to ask for information from subordinates more often than those with little formal preparation in educational administration.

## III. IMPLICATIONS

The findings and conclusions of this study have a number of implications for the practice of educational administration. They also indicate a need for further research.

## Implications for the Practice of Educational Administration

Since this study examined behavior in a simulated job, a note of caution must be sounded against uncritical attempts to put into practice administrative procedures that might appear to be worthwhile on the basis of the findings and conclusions which have been reported. The reasons for performing the study by making use of in-basket materials and simulated organizational climates were (i) the difficulty of conducting the research by observing "on the job" behavior and (ii) to enable greater control over the conditions of the study, thus making possible a more rigorous study.

Caution should also be exercised in generalizing about the effects of the organizational climates since strictly speaking these climate conditions would be applicable only to those organizations that established their organizational climates in a similar manner to that used in the study.

Nevertheless, bearing these cautions in mind, the findings and the conclusions drawn from them suggest a number of implications.

Perhaps the most obvious implication is the need for superordinates such as superintendents and central office personnel as well as school administrators themselves to be aware that the administrative behavior of school administrators is likely to differ in different types of organizational climates. For example, the findings suggest that the administrative behavior of those in climates where the supervision is permissive is likely to be different from the administrative behavior of those who are closely supervised.

If there were more widespread recognition that types of

organizational climate may bear the kinds of relationships to administrative behavior that the findings of this study suggest, perhaps the functioning of educational organizations may be improved, and the dysfunctional effects of employing certain supervisory techniques which might result in establishing certain types of organizational climates, might be avoided.

Other implications are concerned with the management of organizational climates. Presumably a decision would have to be made by those in authority in an organization as to the kinds of administrative behaviors that are preferred and the organizational climate so managed as to produce the desired outcomes.

For example the findings imply that if it is thought desirable that school administrators comply with suggestions, analyse the situation and follow the lead by superordinates then close supervision seems appropriate.

The findings concerning the number of administrative problems attempted indicated that the mean number was highest for school administrators working in permissive climates and was lowest for those working in close supervision climates. The incompatible climate combination of close supervision accompanied by the encouragement of innovation and initiative produced the lowest mean score of all four climate types.

One could speculate that if an educational organization such as that in the study has a permissive supervision climate the number of administrative problems for which solutions are attempted is likely to be higher than if a close supervision climate is fostered,

and that the incompatible climate type above with its apparent ambiguity of expectations is to be avoided.

In the light of implications concerning the management of organizational climates, a further implication is that if an assessment of the kind of organizational climate currently operating in an educational organization could be made then a lead may be obtained regarding the occurrence or lack of occurrence of certain administrative behaviors. A further speculation might be advanced that a change in the organizational climate may be accompanied by changes in aspects of administrative behavior.

Implications for Further Research

One question which arises following an examination of the results of the present study is whether similar results would be found if the study were conducted with other samples in the same population or indeed in other populations. A partial answer has been provided in the sense that in the research reported in this thesis the main study in effect replicated the pilot study, using a different sample of school administrators, and a number of findings were observed to be common in both studies. It might be argued therefore that such findings could with caution be applied to populations with similar parameters. However, if strict conditions of statistical inference are observed, then all that can be said is that the findings apply only to the population under study. It is suggested therefore that there is utility in replicating the study within other populations in order to determine whether the results of this study are repeated.

The findings of this study have indicated the possibility that differing organizational climates may have important relationships to the administrative behavior of school administrators. Further investigation of the relationships between these variables should prove valuable for the practice of educational administration. The conclusions of the present study provide a lead to a number of possibilities for such further research.

Comparatively limited use has been made of in-basket tests in such research as that reported in this study. In view of the difficulties encountered in studying the "on the job" administrative behavior of school administrators, it would seem that the simulation of school organizations and the use of in-basket materials offers a valuable means of gathering information about such behavior. Further research designed to improve school in-basket tests as instruments for eliciting a range of administrative behaviors, and research employing such instruments to investigate aspects of administrative behavior would seem to be valuable.

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# APPENDICES

# APPENDIX A

## GENERAL DIRECTIONS TO PARTICIPANTS

GENERAL DIRECTIONS TO PARTICIPANTS

1. Please do not make any marks on any in-basket items. These are costly to reproduce and will be used again.

2. Please do all your writing on the blank paper provided and on the Form "Y" but do not destroy them. At the conclusion of the session you will receive further direction with respect to these.

3. In working the exercise, begin at Item 1 and deal with each item in order from 1 to 20.

4. There is a time limit to the exercise. It is not likely that you will complete all items. Deal with as many as possible in the time allowed, giving due consideration to each item but not dwelling too long on any one item.

5. If in your opinion the solution of an in-basket problem requires that a letter or memo be written, then write in point form the substance of the letter or memo. If you feel that a telephone call needs to be made, give in point form the substance of the message. If you feel that an interview or meeting is called for, then in point form give the substance of the proposed interview or meeting.

6. Assume rationality. That is, assume that all of the people with whom you have contact as principal of Jesse Stuart School will behave in a rational manner.

7. The in-basket exercise is to be done on an individual basis. During the last section of the session, small-group discussions will be held. During this part of the exercise you will be able to compare and contrast your solutions to the problems with those proposed by your colleagues. However, no alteration must be made to your own individually arrived at solutions.

8. When using blank paper, please write the in-basket item number before recording your course of action, letters, memos, etc.

THANK YOU FOR YOUR PARTICIPATION

# APPENDIX B

# THE IN-BASKET EXERCISE

THE IN BASKET
EXERCISE.

## SETTING

Today is Monday, June 2. You, Adrian Prime have been absent from school for most of the previous week attending an administrators' conference. During your absence material has accumulated in your "In-basket." You have about two hours to take care of the work which has accumulated while you were away.

Having been principal of Jesse Stuart School for four months, you have some acquaintance with the job and with the people of the school and the community.

So now, Adrian, you are on the job and ready to commence work on the contents of your "In-basket."

STAFF LIST OF JESSE STUART SCHOOL

INSTRUCTIONAL STAFF

| Name | Marital Status | Age | Education | Years of Experience Total | Years of Experience In this School | Certificate |
|---|---|---|---|---|---|---|
| ARCHER, T. Andrew | M | 35 | B.Sc. | 9 | 7 | Prof. 64-30336-01 |
| BANDY, Rene | S | 26 | B.Ed. | 6 | 6 | Prof. 67-150742-22 |
| BASQUETTE, Michael | M | 44 | B.A.; B.Ed. | 24 | 4 | Prof. 55-21427-04 |
| BEERS, Janet F. (Miss) | S | 34 | B.Ed. | 8 | 2 | Prof. 65-23139-04 |
| BEST, Robert R. | M | 36 | B.Ed.; Dip. E.A. | 12 | 3 | Prof. 58-061135-01 |
| BINDING, Phoebe R. (Miss) | S | 25 | M.A. | 1 | 1 | Interim 71-1001 |
| BONIFACE, Edith (Sr.) | S | 41 | M.A. | 1 | 1 | Prof. 47-03121-15 |
| BOWLES, John M. | M | 39 | B.Sc.; B.Ed. | 8 | 8 | Prof. 65-12138-09 |
| BROWN, Harold F. | M | 50 | M.Sc.; B.Ed. | 1 | 1 | Interim 70-0037 |
| BURNETT, Ruth (Miss) | S | 31 | B.Ed. | 7 | 4 | Prof. 66-290240-11 |
| EDMUND, John B. | S | 26 | 3 yrs. | 1 | 1 | Pro . 70-12545-03 |
| FOREMAN, William | M | 45 | M.Ed. | 23 | 5 | Prof. 51-311226-01 |
| GAILY, Mary C. (Miss) | S | 32 | B.A.; B.Ed. | 10 | 7 | Prof. 63-00138-02 |
| GROSS, Helen, G. (Miss) | S | 53 | B.Sc. | 2 | 2 | Prov. 70-00218-01 |

| Name | Marital Status | Age | Education | Years of Experience Total | Years of Experience In this School | Certificate |
|---|---|---|---|---|---|---|
| HISTING, Gerald B. | S | 29 | B.A.; B.Ed. | 7 | 1 | Prov. 67-07942-05 |
| JONES, Brynn D. | S | 37 | B.Sc.; Dip. Ed. | 1 | 1 | Interim 70-1987 |
| MAILAISE, Donald | M | 57 | M.A. | 29 | 12 | Prov. 45-010114-06 |
| McMANUS, Robert | M | 35 | M.Ed. | 12 | 12 | Prof. 61-11137-07 |
| MEAKINS, Richard D. | S | 24 | B.P.E. | 2 | 2 | Interim 69-4003 |
| MOSES, Jerome C. | M | 47 | B.A.; Dip. Ed. | 12 | 5 | Prof. 71-051126-07 |
| ROSSEN, John R. | M | 30 | B.Sc.; B.Ed. | 8 | 3 | Prof. 69-10340-02 |
| SENEGALE, Jane M. (Mrs.) | M | 27 | 3 yrs. | 5 | 5 | Prov. 68-090744-34 |
| SENGEE, Harold L. | S | 25 | 3 yrs. | 4 | 4 | Prov. 69-21746-07 |
| SIMPSON, Xavier | M | 41 | B.Ed. | 14 | 7 | Prof. 59-110930-44 |
| SMALL, Jill (Mrs.) | D | 31 | M.Sc. | 5 | 3 | Interim 70-140240-01 |
| SMITH, Dorothy A. (Mrs.) | M | 29 | B.A. | 5 | 5 | Prof. 68-35742-17 |
| SMITH, Janice R. (Miss) | S | 23 | 3 yrs. | 2 | 2 | Prov. 71-130947 |
| SOCKLY, Charles C. | M | 26 | B.A. | 3 | 3 | Prof. 70-12849-03 |
| STRATYLUK, Brenda (Mrs.) | M | 33 | B.Ed. | 6 | 4 | Prof. 69-30142-07 |
| STODDART, Irene (Miss) | S | 38 | 3 yrs. | 9 | 0 | Interim 71-1872 |

| Name | Marital Status | Age | Education | Years of Experience Total | Years of Experience In this School | Certificate |
|---|---|---|---|---|---|---|
| STURGESS, Sally G. (Miss) | S | 24 | B.Ed. | 1 | 1 | Interim 70-0098 |
| VAN GARR, Doris (Mrs.) | M | 37 | B.Ed. | 13 | 11 | Prof. 60-12834-01 |
| VON TRIPP, Fritz | M | 49 | B.Sc.; B.Ed. | 11 | 4 | Prof. 47-22144-05 |
| WHITE, Archibald H. | M | 42 | B.Sc. | 21 | 9 | Prof. 52-12132-01 |
| WHOUGH, B.U.L. | M | 55 | M.A.; B.Ed. | 33 | 7 | Prof. 38567 |
| YORICK, Alice G. (Miss) | S | 26 | B.Ed. | 5 | 2 | Prof. 71-240245-09 |

## NON-INSTRUCTIONAL STAFF

| | |
|---|---|
| Business Manager | Darcy, James A. |
| Secretary | Screening, Jennifer (Miss) |
| Clerk | Patrick, Kathleen (Miss) |
| Registrar | Scott, Rita J. (Miss) |
| Assistant Librarians | Horan, Joan (Mrs.) |
| | James, Lois |
| Science Laboratory Assistant | Rabais, Mary (Miss) |
| A.V. Consultant | Simpson, James |
| Head Custodian | Clennum, William |
| Assistant Custodians | Nairn, Albert |
| | Lorbert, Wolfgang A. |
| Cafeteria Custodian | Stewart, Valerie (Mrs.) |
| School Nurse | McIntosh, Bertha (Mrs.) |

Memo
JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Adrian
From: Robert
Date: May 29

Would like to talk to you soon about a split that seems to be developing between some of the younger staff members and some of our older members. There seems to be some conflict about staff room behavior, expectations of students, standards of teacher performance and so on. It came to a head today when Helen Gross and young Meakins had a confrontation in the hall in front of some students. According to Meakins, Helen Gross accused him of being "too soft" with students because he hadn't sent these kids outside. This was only another example of "siding with the kids", making it tougher on other teachers who were trying to uphold the school rules. Apparently the two had rather a heated exchange.

Memo

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Adrian
From: Jill Small
Date: May 30

I really feel that I need more class time for my subject, especially now that we have the new Science Program. Some of my colleagues greeted this suggestion pretty coolly when I mentioned it in the staff room today. Could I talk to you about it next week?

Information for In-Basket participant : Mrs. Small is a Science specialist.

ITEM NO. 3

200

56 Ontario Drive,

Chimo, Westpro.

May 26.

Dear Mr. Prime,

I have a family of four boys and a girl. Three of my boys and my daughter attended Jesse Stuart High where they showed themselves to be excellent students. All of them now have very good jobs. My youngest son Tony is in Grade 9 at your school. Recently his Maths. teacher informed me that Tony lacked ability and was not performing well, so he might not be promoted. This would be a real disgrace for our family. I insist that Tony be promoted.

Yours sincerely,

M. Turner

M. Turner (Mrs.)

ITEM NO. 4



Jesse Stuart Junior-Senior High
School

May 29

Dear Mr. Prime,

At to-day's meeting of the Student Council it was unanimously decided to bring to your notice again the need for a swimming pool for the school. Students feel very strongly about this issue. Some delegates suggested that students ought to consider staging a strike until they get assurances that a pool will be built. However, it was decided not to take such action until we had again discussed the matter with you. Could you meet some of our members before our next meeting?

Yours sincerely,

G. Watson

G. Watson

(Chairman)

12 Fir Street
Chimo, Westpro.
May 27

Dear Sir,

I wish to object strongly to my children being branded before being fed. After they paid their money they should have been given a food ticket not branded with the school stamps.

My children are not liars, nor thieves, nor P.O.Ws. nor cattle. They don't need a hot dog badly enough to have their hands stamped.

Each of them has been punished for taking part in such an ignominious act. They should have known better.

Should this ever happen again we have instructed them to tell the commandant to take the hot dog, drink and branding iron and put them in the unoccupied space between his or her ears.

Yours truly
J. Schmidt

P.S. I have sent a copy of this letter to the Superintendent so that he knows what is going on at the school.

Adrian, The Schmidt children handed this letter to John Edmund. As you were away, he passed it on to me. Both the Schmidts are in John's Grade 8.

Robert.

TELEPHONE MEMO

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Mr Prine

From: JS

Date: June 2

Time: 12:30 pm

Please call telephone no. .....

Will call again .....

MESSAGE: Mr. Callinan, chairman of the PTA wants to make plans to get more parent participation in school affairs. He suggested a meeting of teachers and parents be held at the end of the month. Could you get in touch with him when convenient.

Received by: JL

**Memo**

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Adrian
From: Robert
Date: May 30

Could I see you Monday about John Evans (the replacement for Miss Stoddart, who arrived in March.) He refuses to attend the Dept. meetings and isn't around after school. He also insists on teaching the old science course and won't help plan any new units.

ITEM NO. 8

**Memo**

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Adrian

From: Gerry Histing

Date: June 2

re.: Legislature Field Trip

We had a flaming row down here about supervision of the two grade eleven classes not going on the trip. Adrian, this is turning into a real mess from a simple field trip!

I simply requested that the teachers normally taking the classes which will be on the trip, take the classes that are staying behind. Well, the local W. T. F. president refused to supervise on the grounds that the current contract calls for not more than 5 hours duty over regularly assigned classe Three other teachers supported her and tempers flared.

Could you call the dept. together and settle this? I think your presence would keep tempers in check and allow a rational solution.

## EXCERPT FROM THE SALARY CONTRACT

Clauses related to instruction and supervision time

12. Teachers shall not be required to give instruction for more than twenty-five hours per week. Instruction is deemed to be any activity that is clearly a part of or directly related to the curriculum as defined by the provincial department of education.

12.1 Teachers shall not be required to supervise students in activities not related to their teaching for more than five hours per week.

12.2 The total assigned time for each teacher shall not exceed twenty-eight hours per week.

ITEM NO. 9

Memo

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Mrs. Prine

From: Richard Meakins

Date: May 30

I would very much like to develop an Outdoor Education Program. Some of the younger staff are keen on the idea too. Could I talk to you about it one day next week?

ITEM NO. 10

TELEPHONE INTERRUPTION

"Mr. Prime, this is Jennifer. Mrs. Stepchuck wants to speak to you urgently. She says her son has been wrongly accused of something he did not do, and she says she wants an apology or she will withdraw her son from school. She sounds pretty uptight so I thought I'd better interrupt you."

CHIMO SEPARATE SCHOOL BOARD

Chimo, Westpro

*Office of the Superintendent*

May 26

Mr. A. Prime
Principal
Jesse Stuart Junior-Senior
High School

Dear Adrian:

Your new science program seems to be getting a mixed reaction from the parents in your community to judge by the comments at the board meeting on Friday last.

Could you prepare a summary of the innovations to date, and an evaluation of its strengths and weaknesses for the meeting of June 13 ?

Sincerely,

J.A. Pupil
Department of Secondary
Education

ITEM NO. 12

Memo

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Mr. Prime
From: John Rosen
Date: May 30

Could we have a meeting soon to discuss evaluation procedures, and especially the new system-wide report card? Some of us feel that such a meeting would be very beneficial.

28 Spruce Avenue,
Chimo, Westpro.
May, 27.

Dear Mr. Prime,

I would be most grateful if you could spare some time to discuss a rather serious matter with me. Could I come and see you next Wednesday afternoon? I attend classes at the University of Westpro during the week, but our Wednesday afternoon class has been cancelled, so I could come then if this is convenient for you.

Sincerely,

Joan Best

Joan Best (Mrs.)

Information for In-Basket participant: Robert Best has been on staff for 3 years. A few teachers have brought to your attention that he has recently been spending "a lot of time" with Sue, an attractive Grade 10 student.

Dr. S. Ranada

Dr. P.J. Sullivan

Tettler Building

Central Plaza

Chimo.

Tel. 432-0412

Mr. A. Prime,
Jesse Stuart School.

Dear Sir,

On the basis of my examination of Lynn-Ann Boronnais.

I recommend that she withdraw from school for the time being. She is most unhappy in the present situation and learning through correspondence or with a tutor would be more beneficial at this time.

Yours truly,

S. Ranada.

(S. Ranada, M.D.)

ITEM NO. 15

WESTPRO TEACHERS' FEDERATION

*OFFICE OF THE EXECUTIVE SECRETARY*

May 27

Mr. Adrian Prime
Principal
Jesse Stuart Secondary School (Registered)
Chimo, Westpro

Dear Mr. Prime:

RE: WTF Receipt of Grievance

This letter, will serve as official notification to you, Mr. Adrian Prime, that a grievance, of a serious nature, has been placed against you. In order to guarantee against reprisals, the anonymity of these individuals will be safeguarded by this office.

You are also hereby informed that an investigation team, comprised of selected administrators from this province, will be chosen, made aware of this grievance, and, in the course of the next two weeks, will determine the validity of this particular claim. They will also be responsible for suggesting remedial solutions to the Executive in the event that you are found guilty of this charge.

You are obliged, as a member of this professional federation, to give the investigation team every assistance and to do nothing, that would, in any way, hinder or affect their examination of the situation. You will receive word of their arrival in due course.

K.T. Bealer
Executive-Secretary

K. T. Bealer

II-15

# DISCIPLINE BY-LAWS OF THE WESTPRO TEACHERS' FEDERATION

1. (1) Whenever it appears that a member has been guilty of unprofessional or unethical conduct:

(a) any member or group of members may request in writing an investigation.

(b) any person or group may lodge a written charge of unprofessional or unethical conduct.

(2) The request for an investigation or the charge shall be mailed or delivered to the executive secretary of the Association and shall set out the nature and the particulars of the complaint.

(3) Upon receipt of a request for an investigation or of a charge of unprofessional or unethical conduct, the Provincial Executive Council may, and upon receipt of a written charge shall, direct that an investigation be conducted by an investigating officer who shall not be a member of the Discipline Committee or its secretary, provided that the member whose conduct is under investigation be informed of this action and also be informed of the investigating officer's recommendation.

(4) The investigating officer shall report the results of his investigation to the executive secretary or the assistant executive secretary.

(5) If the investigating officer's report indicates that there are grounds warranting a hearing by the Discipline Committee, the Provincial Executive Council shall order the said committee to hold a hearing and, if no prior charge of unprofessional or unethical conduct has been lodged, shall formulate such a charge.

(6) The Provincial Executive Council may demand from any person or group lodging a written charge of unprofessional or unethical conduct, and before directing the Discipline Committee to hold a hearing, a reasonable sum as a deposit to cover the necessary costs and expenses, and, in case the complaint is found to be frivolous or vexatious, the deposit may be so applied; otherwise the deposit shall be returned to the person or group making the same.

(7) Where time is of the essence, the functions of the Provincial Executive Council under subsections (3), (5) and (6) of this by-law may be performed by any one of the president, past president, vice-president, executive secretary, or assistant executive secretary of the Association, whose decision shall, however, be subject to review by the Provincial Executive Council.

(8) The Provincial Executive Council, on recommendation of the Discipline Committee, may pay to a member against whom a charge of unprofessional or unethical conduct has been found to be frivolous or vexatious such of the costs incurred by him in his defense as it deems just.

2. (1) Whenever the Discipline Committee has been directed to hold a hearing, its secretary shall in accordance with the provisions of *The Teaching Profession Act* cause to be served on the person whose conduct is the subject of the hearing and upon the complainant a notice setting forth the date, place, time and subject matter of such hearing.

(2) In setting the time, place and date of such hearing, regard shall be had to the convenience of the committee and all parties concerned.

3. The committee may at the expense of the Association employ legal counsel who shall assist in the presentation of evidence and shall admise the committee upon questions of procedure and law, but who shall not be present during the committee's determination of the guilt or innocence of the accused.

4. The secretary of the Discipline Committee shall cause a record of its proceedings to be taken.

5. For the purpose of procuring the attendance of any person as a witness before the Discipline Committee, the committee or any member thereof, or the secretary of the committee, may cause to be served on such person a notice requiring him to attend before the committee and to produce such documents as he would be compelled to produce at the trial of an action at law. Such notice shall be served in the same way and shall have the same effect as a notice requiring the attendance of a witness at the hearing of a trial at law and the penalties in the case of disobedience to any such notice shall be as provided by *The Teaching Profession Act*.

6. (1) In the event a person who is found guilty of unprofessional or unethical conduct appeals to the Teaching Profession Appeal Board in the manner provided by *The Teaching Profession Act* the delivery of a notice of appeal shall serve to suspend the operation of the Provincial Executive Council's disciplinary action and any action taken by the Minister on the recommendation of the Provincial Executive Council until the final determination of such appeal or its abandonment.

(2) Upon being notified of the delivery of a notice of appeal the executive secretary shall forward to the registrar of the Department of Education a copy of the record of proceedings before the Discipline Committee, the transcript or notes of the evidence adduced, the exhibits filed, the committee's report to the Provincial Executive Council and the Provincial Executive Council's decision.

(3) Any party to the appeal shall upon request and upon payment for same at the rate of twenty-five cents per page be furnished with copies of said documents.

7. (1) Unprofessional conduct shall include breaches or violations of the Code of Ethics or excessive or flagrant breaches of the WTF Standards of Professional Conduct.

(2) Without in any way restricting the generality of subsection (1) hereof, every member shall be deemed guilty of unprofessional conduct who:

(a) wilfully takes, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher;

(b) wilfully circulates false reports derogatory to any fellow teacher or to any other person directly associated with education in the Province of Westpro;

(c) maliciously, carelessly, irresponsibly or otherwise not in fulfilment of official duties, criticizes the work of a fellow teacher in such a way as to undermine the confidence of the public and pupils;

(d) where he is one of a local group, bargains on his own behalf on questions affecting each and all members of the group;

(e) is addicted to the excessive use of intoxicating liquors or the excessive or habitual use of opiates or narcotics;

(f) has been convicted of an offence under *The Juvenile Delinquents Act* or an indictable offence under the Criminal Code.

FAINT LETTERING



ITEM NO. 16

Memo

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Mr. Prime

From: J. E. Moses, Chairman, Dept. of Religion

Date: June 2

Dear Mr. Prime,

We are planning a field trip to see the movie "The Devils." This movie seems to be in line with the theme of our religion classes for the month: History of the Church. I realize that this movie is "restricted adult" and I will see that each pupil in the groups takes home permission slips for his parents to sign. This will include all pupils 18 years or over. May I have your opinion on this matter and your permission if you are in favour?

Yours very truly,

J. E. Moses

FAINT LETTERING



ITEM NO. 17

CHIMO SEPARATE SCHOOL BOARD

Chimo, Westpro

Office of the Superintendent

May 30

Mr. A. Prime
Principal
Jesse Stuart Junior-Senior
High School

Dear Adrian,

A meeting of Secondary School Principals will be held on June 6 to discuss the problem of overcrowding in some of our High Schools. It would be helpful if Principals brought to the meeting information re. present and anticipated enrolments, current bussing arrangements, anticipated staff requirements.

Sincerely,

I.M.Hyer

I.M.Hyer

Superintendent.

FAINT LETTERING



ITEM NO. 18

TELEPHONE MEMO

JESSE STUART JUNIOR-SENIOR HIGH SCHOOL

To: Mr Prime

From: JS

Date: June 2

Time: 12:25 pm

Please call telephone no. .....

Will call again .....

MESSAGE: While you were on noon-hour supervision the police dept called. They have traced what they believe to be a small but potentially dangerous drug ring to the school – want to conduct drug raids & question students. Call them back before 2:00 pm.

Received by: J.S.

FAINT LETTERING



ITEM NO. 19

THE LITTLE KNOWN THEATRE GROUP

Phone 434 7398

16 Aspen Avenue,
Chimo, Westpro.
May, 26.

Dear Principal,

Our company will be visiting schools in your area during the last week in June.

We would like to give a lunch hour performance lasting approximately 40 minutes at your school. Admission charge to the performance will be 50 cents (staff members free). We pay a generous commission of 25% of takings to School Funds.

Respectfully yours,

J. Quigley

(Promotion Officer, L.K.T.G.)

FAINT LETTERING



67 Patterson Stra
Chimo.

Dear Mr. Principal,

I am very mad at you and my boy's teacher. You suspended my boy Gerald for 10 days because he swore at his teacher, Mr. Jones. I never heard my Gerald swear before so he must of been mad too. Mr Jones had no business striking my boy and making his nose bleed. I went to see the school board people and they told me that in their rules teachers cannot hit pupils. They only can use the strap. Why didn't Mr. Jones use the strap if he was that interested in hitting my boy. The school board people said they would speak to you and I hope so. I don't think Mr. Jones should be teaching our kids.

Yours truly
Mrs Mary Cragg.

# APPENDIX C

## LEAST PREFERRED CO-WORKER RATING SCALE

## LEAST PREFERRED CO-WORKER RATING SCALE

Individuals differ in the importance they attach to the traits of co-workers. Such differences may be significant in team-work. Please give your immediate, first reaction to the item below.

Think of, but do not name, the person with whom you can work least well. He or she may be someone you know now, or someone you knew in the past. He or she should be the person with whom you would have the most difficulty getting a job done.

Use the following items to rate this person. Indicate your ratings by circling the appropriate number on each item.

| | | |
|---|---|---|
| Pleasant | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Unpleasant |
| Friendly | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Unfriendly |
| Rejecting | --1--:--2--:--3--:--4--:--5--:--6--:--7--:--8-- | Accepting |
| Helpful | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Frustrating |
| Unenthusiastic | --1--:--2--:--3--:--4--:--5--:--6--:--7--:--8-- | Enthusiastic |
| Tense | --1--:--2--:--3--:--4--:--5--:--6--:--7--:--8-- | Relaxed |
| Distant | --1--:--2--:--3--:--4--:--5--:--6--:--7--:-- -- | Close |
| Cold | --1--:--2--:--3--:--4--:--5--:--6--:--7--:--8-- | Warm |
| Cooperative | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Uncooperative |
| Supportive | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Hostile |
| Boring | --1--:--2--:--3--:--4--:--5--:--6--:--7--:--8-- | Interesting |
| Quarrelsome | --1--:--2--:--3--:--4--:--5--:--6--:--7--:--8-- | Harmonious |
| Self-Assured | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Hesitant |
| Efficient | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Inefficient |
| Gloomy | --1--:--2--:--3--:--4--:--5--:--6--:--7--:--8-- | Cheerful |
| Open | --8--:--7--:--6--:--5--:--4--:--3--:--2--:--1-- | Guarded |

THANK YOU FOR YOUR ASSISTANCE

# APPENDIX D

## BIOGRAPHICAL, POSITION AND PROFESSIONAL DATA

BIOGRAPHICAL, POSITION AND PROFESSIONAL DATA

Name: _____

Age (check category): 20 - 29 _____

30 - 39 _____

40 - 49 _____

50 or over _____

Sex (check category): Male _____

Female _____

Present Position: _____

Name of School: _____

Address of School: _____

Type of School (check category): Elementary _____

Junior High _____

Senior High _____

Other (please specify) _____

Total number of years in present position: _____

Total number of years employed in education: _____

Total number of years as a principal and/or vice principal: _____

Number of years of teacher education: _____

Number of years of formal education in educational administration: ___

Number of formal courses in educational administration (count each "half course" as well as each "full course" as one) _____

Date: _____

# APPENDIX E

## FORM Y CHECKLIST OF BEHAVIORS

FORM Y CHECKLIST OF BEHAVIORS

| | In-Basket Item Number | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Ask for information from subordinates | | | | | | | | | | | | | | | | | | | | |
| Ask for information from peers | | | | | | | | | | | | | | | | | | | | |
| Ask for information from superordinates | | | | | | | | | | | | | | | | | | | | |
| Give information to subordinates | | | | | | | | | | | | | | | | | | | | |
| Give information to peers | | | | | | | | | | | | | | | | | | | | |
| Give information to superordinates | | | | | | | | | | | | | | | | | | | | |
| Explain actions to subordinates | | | | | | | | | | | | | | | | | | | | |
| Explain actions to peers | | | | | | | | | | | | | | | | | | | | |
| Explain actions to superordinates | | | | | | | | | | | | | | | | | | | | |
| Communicate face to face | | | | | | | | | | | | | | | | | | | | |
| Communicate in writing | | | | | | | | | | | | | | | | | | | | |
| Communicate by telephone | | | | | | | | | | | | | | | | | | | | |
| Discuss with subordinates | | | | | | | | | | | | | | | | | | | | |
| Discuss with peers | | | | | | | | | | | | | | | | | | | | |
| Discuss with superordinates | | | | | | | | | | | | | | | | | | | | |
| Follow lead by subordinates | | | | | | | | | | | | | | | | | | | | |
| Follow lead by peers | | | | | | | | | | | | | | | | | | | | |
| Follow lead by superordinates | | | | | | | | | | | | | | | | | | | | |
| Schedule decision for same day | | | | | | | | | | | | | | | | | | | | |
| Schedule decision for same/or next week | | | | | | | | | | | | | | | | | | | | |
| Schedule decision no time specified | | | | | | | | | | | | | | | | | | | | |
| Delegate completely | | | | | | | | | | | | | | | | | | | | |
| Delegate partially with control | | | | | | | | | | | | | | | | | | | | |
| Delegate partially without control | | | | | | | | | | | | | | | | | | | | |
| Plan follow-up or feedback | | | | | | | | | | | | | | | | | | | | |
| Follow pre-established structure | | | | | | | | | | | | | | | | | | | | |
| Initiate new structure | | | | | | | | | | | | | | | | | | | | |
| Ask for information from outsiders | | | | | | | | | | | | | | | | | | | | |
| Give information to outsiders | | | | | | | | | | | | | | | | | | | | |
| Explain action to outsiders | | | | | | | | | | | | | | | | | | | | |
| Discuss with outsiders | | | | | | | | | | | | | | | | | | | | |
| Follow lead by outsiders | | | | | | | | | | | | | | | | | | | | |
| Give directions or suggestions | | | | | | | | | | | | | | | | | | | | |
| Involve subordinates in decision making | | | | | | | | | | | | | | | | | | | | |
| Refer to superordinates | | | | | | | | | | | | | | | | | | | | |
| Decide unilaterally | | | | | | | | | | | | | | | | | | | | |

# APPENDIX F

## ORGANIZATIONAL CLIMATES
## GROUPS A, B, C AND D

## Organizational Climate - Group A

The organizational climate in which you will be working is one characterized by permissive supervision and the encouragement of innovation and initiative.

This means that you, as principal, have considerable opportunity to exercise your own discretion in dealing with matters relating to your school. For example, you have freedom to determine how Department of Education policy and/or School Board policy is implemented; freedom to determine how decisions are made and how tasks are carried out in your school. Your performance is not closely monitored by your superordinates (e.g. your superintendent and/or Central Office personnel).

In addition you are encouraged to be innovative and to display initiative. Creativity and originality in the solution of problems are fostered. It is expected that there will be minimal reliance by you on rules, regulations and standard procedures.

## Organizational Climate - Group B

The organizational climate in which you will be working is one characterized by close supervision. However, at the same time innovation and initiative are encouraged.

This means that you, as principal, can expect your performance to be closely monitored by your superordinates (e.g. your superintendent and/or Central Office personnel). You can expect frequent visits from your superintendent who will on these occasions discuss with you in detail aspects of your school's operation. You will be expected to notify the superintendent in writing should you introduce any innovations in such areas as programs, scheduling, class groupings, teaching methods, etc.

Though supervision is close you are nevertheless encouraged to be innovative and to display initiative. Creativity and originality in the solution of problems are fostered. It is expected that there will be minimal reliance by you on rules, regulations and standard procedures.

Organizational Climate - Group C

The organizational climate in which you will be working is one characterized by permissive supervision but at the same time adherence to rules, precedents and standard procedures is expected.

This means that your performance as a principal is not closely monitored by your superordinates (e.g. your superintendent anad/or Central Office personnel).

However, you are expected to follow closely rules and regulations, precedents and standard procedures as guides to action.

## Organizational Climate - Group D

The organizational climate in which you will be working is one characterized by close supervision and adherence to rules, precedents and standard procedures.

This means that you, as principal, can expect your performance to be closely monitored by your superordinates (e.g. your superintendent and/or Central Office personnel). You can expect frequent visits from your superintendent who will on these occasions discuss with you in detail aspects of your school's operation. You will be expected to notify the superintendent in writing should you wish to make any changes in such areas as programs, scheduling, class groupings, teaching methods etc.

You are expected to follow closely rules and regulations, precedents and standard procedures as guides to action.

# APPENDIX G

## LETTERS FROM SUPERINTENDENTS REINFORCING CLIMATE CONDITIONS A, B, C, D

NOTE TO IN-BASKET PARTICIPANT: Do not respond to this item. It is meant to indicate to you the "climate" within which you are working.

CHIMO SEPARATE SCHOOL BOARD
Chimo, Westpro
Office of the Superintendent

May 30

Mr. A. Prime
Principal
Jesse Stuart Junior-Senior
High School

Dear Adrian,

You will no doubt recall our telephone conversation shortly after you commenced duty at Jesse Stuart High. I indicated then the kind of "organizational climate" we try to develop in our system. I thought it may be useful if I put some of these expectations in writing for your guidance.

Basically, we emphasize permissive supervision and the encouragement of innovation and initiative. This means you have considerable freedom of action and should feel free to try new programs and teaching methods which you feel are worthwhile, to search for fresh approaches to educational problems, to find new and better ways of doing the job.

You can expect plenty of opportunity to perform the job in your own way.

Best wishes for a successful stay at Jesse Stuart.

Sincerely,

(I.M. Hyer)
Superintendent

NOTE TO IN-BASKET PARTICIPANT: Do not respond to this item. It is meant to indicate to you the "climate" within which you are working.

CHIMO SEPARATE SCHOOL BOARD
Chimo, Westpro
Office of the Superintendent

May 30

Mr. A. Prime
Principal
Jesse Stuart Junior-Senior
High School

Dear Adrian,

You will no doubt recall our telephone conversation shortly after you commenced duty at Jesse Stuart High. I indicated then the kind of "organizational climate" we try to develop in our system. I thought it may be useful if I put some of these expectations in writing for your guidance.

Basically, we emphasize close supervision and the adherence by principals to rules, regulations and precedents.

We feel that it is desirable that there be frequent contact and communication between Central Office personnel and our principals. In other words, we like to know exactly what our principals are doing.

It is felt also that principals should place considerable reliance on rules, regulations and standard procedures. After all, these are the end products of many years of experience, and should provide reliable guides for action.

Best wishes for a successful stay at Jesse Stuart.

Sincerely,

(I.M. Hyer)
Superintendent

NOTE TO IN-BASKET PARTICIPANT: Do not respond to this item. It is meant to indicate to you the "climate" within which you are working.

CHIMO SEPARATE SCHOOL BOARD
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May 30

Mr. A. Prime
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Dear Adrian,

You will no doubt recall our telephone conversation shortly after you commenced duty at Jesse Stuart High. I indicated then the kind of "organizational climate" we try to develop in our system. I thought it may be useful if I put some of these expectations in writing for your guidance.

Basically, we emphasize permissive supervision, yet at the same time the importance of rules, regulations and precedents is stressed.

This means that your work will not be closely monitored by Central Office personnel. However, it is felt that principals should place considerable reliance on rules, regulations and standard procedures. After all, these are the end products of many years of experience, and should provide reliable guidance for action.

Best wishes for a successful stay at Jesse Stuart.

Sincerely,

(I.M. Hyer)
Superintendent

NOTE TO IN-BASKET PARTICIPANT: Do not respond to this item. It is meant to indicate to you the "climate" within which you are working.

CHIMO SEPARATE SCHOOL BOARD
Chimo, Westpro
Office of the Superintendent

May 30

Mr. A. Prime
Principal
Jesse Stuart Junior-Senior
High School

Dear Adrian,

You will no doubt recall our telephone conversation shortly after you commenced duty at Jesse Stuart High. I indicated then the kind of "organizational climate" we try to develop in our system. I thought it may be useful if I put some of these expectations in writing for your guidance.

Basically, we emphasize close supervision, yet at the same time innovation and initiative are encouraged. We feel that it is desirable that there be frequent contact and communication between Central Office personnel and our principals.

In other words, we like to know exactly what our principals are doing. However, we don't wish to stifle the search for fresh approaches to educational problems and the finding of new and better ways of doing the job.

Best wishes for a successful stay at Jesse Stuart.

Sincerely,

(I.M. Hyer)
Superintendent

# APPENDIX H

# INSTRUCTIONS FOR SCORERS

# INSTRUCTIONS FOR SCORERS

## GENERAL

1. One scorer will score the odd numbered in-basket items for each subject. Another scorer will score the even numbered in-basket items for each subject. The designer of the in-basket exercise will oversee the whole scoring operation.
2. Forty-four scoring categories will be used to score each in-basket item. These categories are shown on the score sheets and are also listed below.
3. With the exception of the category Number of Items Attempted, each category on the score sheet will be scored as follows: If the behavior specified by a scoring category occurred in an in-basket response the scorer will enter "1." If such behavior did not occur in an in-basket response the scorer will enter "0."
4. If a scorer is in doubt about whether or not the response to a particular in-basket item indicates that a particular behavior either did or did not occur, a panel of expert judges consisting of the two scorers and the designer of the in-basket exercise (the researcher) will be constituted to decide the issue.
5. When all in-basket item scores have been entered on the score sheet the scorer will sum the rows.

## THE SCORING CATEGORIES--GUIDELINES FOR SCORERS

### A. EXCHANGING INFORMATION

1. <u>Asks for information from subordinates</u>--Does the subject's response indicate that he seeks information from his subordinates?

2. Asks for information from peers--Does the subject's response indicate that he seeks information from his peers?

3. Asks for information from superordinates--Does the subject's response indicate that he seeks information from his superiors?

4. Gives information to subordinates--Does the subject's response indicate that he gives information to his subordinates?

5. Gives information to peers--Does the subject's response indicate that he gives information to his peers?

6. Gives information to superordinates--Does the subject's response indicate that he gives information to his superordinates?

7. Explains actions to subordinates--Does the subject's response indicate that he explains his actions to his subordinates?

8. Explains actions to peers--Does the subject's response indicate that he explains his actions to his peers?

9. Explains actions to superordinates--Does the subject's response indicate that he explains his actions to his superordinates?

10. Communicates face to face--Does the subject's response indicate that he communicates face to face?

11. Communicates by writing--Does the subject's response indicate that he communicates by writing?

12. Communicates by telephone--Does the subject's response indicate that he communicates by telephone?

## B. DISCUSSING BEFORE ACTING

13. Discusses with subordinates--Does the subject's response indicate that he discusses with subordinates the issue/s raised by the in-basket item?

14. Discusses with peers--Does the subject's response indicate that he discusses with peers, i.e., other principals the issue/s raised by the in-basket item?

15. Discusses with superordinates--Does the subject's response indicate that he discusses with superiors the issue/s raised by the in-basket item?

## C. COMPLYING WITH SUGGESTIONS

16. Follows lead by subordinates--Does the subject's response indicate that he adopts advice and/or suggestions offered by subordinates and uses this advice and/or suggestions as guides to action?

17. Follows lead by peers--Does the subject's response indicate that he adopts advice and/or suggestions offered by peers and uses this advice and/or suggestions as guides to action?

18. Follows leads by superordinates--Does the subject's response indicate that he adopts advice and/or suggestions offered by superordinates and uses this advice and/or suggestions as guides to action?

## D. ANALYZING THE SITUATION

19. Perceives major problem--Has the subject shown by his response to the item that he has perceived the major problem? Has he considered both short term and long term implications of the problem? Is his diagnosis of the problem accurate? Is he focussing on the major issue/s and not on less crucial peripheral issues? Note: The above questions will be discussed by the researcher and scorers prior to the scoring. The researcher will identify for each in-basket item (i) the major issue/s, (ii) the long term and the short term implications.

20. Avoids unwarranted assumptions--Does the subject's response indicate that he avoids making assumptions which are not warranted by the information presented to him in the in-basket exercise?

## E. MAINTAINING RELATIONSHIPS

21. Interacts with subordinates--Does the subject's response indicate that he maintains organizational relationships by interacting with subordinates--does he involve them in discussions, seek their advice or approval, try to do what would please them?

22. Interacts with peers--Does the subject's response indicate that he maintains organizational relationships by interacting with peers--does he involve them in discussions, seek their advice or approval, try to do what would please them?

23. Interacts with superordinates--Does the subject's response indicate that he maintains organizational relationships by interacting with

superordinates--does he involve them in discussions, seek their advice or approval, try to do what would please them?

F. ORGANIZING WORK

24. Schedules action for same day--Does the subject indicate that he has scheduled the decision for the same day?

25. Schedules action for same or next week--Does the subject indicate that he has scheduled the decision for the same week or next week?

26. Schedules action no time specified--Does the subject indicate that he has scheduled the decision but has specified no time when the decision is to be made?

27. Delegates completely--Does the subject's response indicate that he delegates responsibility to subordinates completely?

28. Delegates partially with control--Does the subject's response indicate that he delegates partially to subordinates but maintains some control over the decision-making and requires some feed back?

29. Delegates partially without control--Does the subject's response indicate that he delegates partial responsibility to subordinates without any control in the area which has been delegated?

30. Plans follow-up or feedback--Does the subject's response indicate that he plans follow-up and that he arranges for feedback to reach him so that he can evaluate the results of planned courses of action, and, if necessary discontinue or modify planned courses of action in the light of the feedback received?

31. Makes tentative plans only--Does the subject's response indicate that he makes tentative plans only and not definite final plans?

32. Makes final plans--Does the subject's response indicate that he makes definite final plans?

33. Follows pre-established structure--Does the subject's response indicate that he adheres to pre-established structure, i.e., he relies on cu tom and precedent; he uses "normal channels" of communication; he utilizes only formal staff meetings and other already existing committees, etc.?

34. Initiates new structure--Does the subject's response indicate that he is innovative; that he does not rely solely on pre-established structure as outlined in #33 but initiates new structure in response to particular issues?

RESPONDING TO OUTSIDERS

35. Asks for information from outsiders--Does the subject's response indicate that he seeks information from outsiders?

36. Gives information to outsiders--Does the subject's response indicate that he gives information to outsiders?

37. Explains actions to outsiders--Does the subject's response indicate that he explains his actions to outsiders?

38. Discusses with outsiders--Does the subject's response indicate that he discusses with outsiders the issue/s raised by the in-basket item?

39. Follows leads by outsiders--Does the subject's response indicate that he adopts advice and/or suggestions offered by outsiders and uses this advice and/or suggestions as guides to action?

40. Interacts with outsiders--Does the subject's response indicate that he maintains organizational relationships by interacting with outsiders--does he involve them in discussions, seek their advice or approval, try to do what would please them?

## H. DIRECTING OTHERS

41. Gives directions or suggestions--Does the subject's response indicate that he gives directions or suggestions to subordinates and/or peers and/or superordinates and/or outsiders?

## I. MAKING DECISIONS

42. Involves subordinates in decision making--Does the subject's response indicate that he involves subordinates in decision making?

43. Refers to superordinates--Does the subject's response indicate that he refers the matter to superordinates for decision?

44. Decides unilaterally--Does the subject's response indicate that he decides unilaterally, i.e., that he makes decisions without consultation?

Number of Items Attempted--Count the number of in-basket items attempted by the subject. Enter the total number attempted at the foot of column 1.

Note: Since each scorer will score either odd or even numbered in-basket items and not both, the maximum score possible for each subject is 10.

# APPENDIX I

## PROPOSAL FOR ADMINISTRATORS' WORKSHOP

Department of Educational
Administration,
The University of Alberta,
4 September, 1975.

Dr. E. Ingram,
Vice President,
Regional Council on
School Administration.

Dear Dr. Ingram,

I refer to our recent conversation concerning the possibility of my conducting a workshop for school principals and vice-principals in November.

As you know, I am in the second year of my doctoral program and am engaged in work for my thesis. The work is concerned with an investigation of relationships between organizational climate and the administrative behavior of school administrators. I am using In-Basket exercises to obtain data on administrative behavior.

It would be very helpful to me if I could use the responses of workshop participants as sources of data for my thesis.

I see the workshop, then, as being of benefit to the school administrators who participate in it, since hopefully it will provide them with valuable insights into administrative behavior, and also it would be of benefit to me by providing a means of gathering data for my thesis.

I wish therefore to submit the following proposal:

Proposed Workshop

The workshop would be entitled "Pertinent Problems for the Principal" and would be an In-Basket Exercise Workshop of one day's duration.

The In-Basket Exercise simulates important aspects of the job of an administrator. The items represent many kinds of incidents which may occur in the average school. The participants will be placed in an environment which represents reality. They will attempt to solve the administrative problems posed by the In-Basket items, and will later exchange ideas on methods of solving the problems—comparing and critically examining solutions, methods and administrative assumptions underlying proposed solutions.

Proposed Program

Sessions could be arranged as follows:

1st session (approximately 1 hour)—Introduction. Completion of forms. Setting the scene for the In-Basket Exercise.

Coffee Break.

2nd session (1½ to 2 hours)—Working the In-Basket Exercise.

Lunch.

3rd session (1 to 1½ hours)—Small group discussion of In-Basket problems.

Coffee Break.

Final session (10 to 15 minutes)—Concluding remarks.

Minimum number of participants desired: 50.

Maximum number of participants desired: 60.

I hope that this proposal meets with the approval of yourself and the other Council members.

Yours sincerely,

Merv Batchler

(Merv. Batchler)

# APPENDIX J

## DISTRIBUTION OF MAIN STUDY SUBJECTS BY DISTRICT, DIVISION OR COUNTY

Distribution of Main Study Subjects by District, Division or County

| District, Division or County | Number of Administrators |
|---|---|
| Edmonton Public | 16 |
| Edmonton Separate | 14 |
| Spruce Grove | 2 |
| St. Albert | 1 |
| Fort McMurray | 2 |
| Sherwood Park | 3 |
| Leduc | 1 |
| Ardrossan | 1 |
| Total | 40 |

# APPENDIX K

## DISTRIBUTION OF PILOT STUDY SUBJECTS BY DISTRICT, DIVISION OR COUNTY

Distribution of Pilot Study Subjects by District, Division or County

| District, Division or County | Number of Administrators |
|---|---|
| Calgary | 4 |
| Calgary Separate | 1 |
| Acadia | 1 |
| St. Albert | 2 |
| Barrhead | 1 |
| Lethbridge | 1 |
| Medicine Hat | 3 |
| Forty Mile | 1 |
| Two Hills | 1 |
| Strathcona | 2 |
| Strathcona Tweedsmuir | 1 |
| High Prairie | 3 |
| Sexsmith | 1 |
| Parkland | 1 |
| St. Paul | 3 |
| Edmonton | 4 |
| Bonnyville | 1 |
| Biggin Hill | 1 |
| Groverdale | 1 |
| Grande Prairie | 1 |
| Lacombe | 1 |
| Foothills | 1 |
| Beaver | 1 |
| Ponoka | 1 |
| Fort McMurray | 1 |
| Athabasca | 1 |
| Total | 40 |

# APPENDIX L

## SAMPLE OF PROBLEMS SUBMITTED TO THE RESEARCHER FROM THE FIELD

SAMPLE OF PROBLEMS SUBMITTED TO THE RESEARCHER FROM THE FIELD

Parents and Students:

June 13, 1975

Dear (Sir):

I wish to object strongly to my children being branded before being fed. After they paid their money they should have been given a food ticket.

My children are not liars, nor thieves, nor P.O.W.'s, nor cattle. They don't need a hot dog badly enough to have their hands stamped.

Each one of them has been punished for taking part in this ignominious act. They should have known better.

Should this ever happen again we have instructed them to tell the commandant to take the hot dog, drink and branding iron and put them in the unoccupied space between his or her ears.

Yours truly,

("An Angry Parent")

The above, verbatim, was received from a parent of three children in the school. The school stamp was used to identify the students as they picked up their quota at the concession stand.

Staff:

(i) A very obvious split in teaching philosophies and social views exists between the older and younger staff members, creating frequent conflicts. This is revealed in dress, staff room behavior, expectations of students, and standards of teacher performance.

(ii) A problem arose between a new male teacher (Joe) and an elderly female teacher (Mary). A confrontation arose one day when Joe, while talking to some students, was verbally attacked by Mary as

being "too soft," letting the students have their way etc., because the students were in the school when they should have been sent outside. The fact that the students had not been sent outside was only another example of his "siding with the kids," and thus making it tougher on the other teachers who were trying to uphold the rules of the school.

Joe vehemently denied the charges and a heated verbal exchange between the two occurred. Joe stormed to the office to see the principal and lodged a complaint against Mary as a result of the treatment he had received from Mary.

Curriculum:

Specialist in a school (science person for example) wants more class time for their subject. Some of staff do not feel it is justified at the expense of other subjects. How would you resolve this problem?